

**THE EFFECTIVENESS OF USING CORNELL NOTE-TAKING
METHOD TO IMPROVE STUDENTS' READING
COMPREHENSION OF ANALYTICAL EXPOSITION TEXTS**

(Quasi-Experimental Research at the 11th Graders of SMAQT Yanbu'ul Qur'an 1
Pati in the Academic Year 2022/2023)

A FINAL PROJECT

**Presented as Partial Fulfilment of the Requirements to Obtain Bachelor
Degree in English Education**



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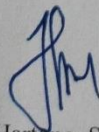
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Semarang, 11th August 2023



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STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that the undergraduate thesis I wrote does not contain the works or part of the works of other people, except those which were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from that paper.

Semarang, 11th August 2023



Muhammad Febin Agustian

MOTTO AND DEDICATION

“Responsibility must be bigger than appearance”

Mr Kalend Osen

“Because the choice to be a teacher is a life choice, not everyone can become a teacher because the teacher was not created but he was born”

Prof. Dr Hasbi Ali M.Pd

This study is dedicated to:

1. My role model, Mr. Sukat. He did not finish to experience until college, but he was able to educate author, motivate, provide support until the author was able to complete his education until undergraduate
2. The door of my heaven and my first love, Mrs. Ultafiyah. she was very important in completing the author's education program, she also did not finish her education, but she always gives the motivation and prayers until the author was able to complete his education until he was undergraduate
3. For my 2 younger brothers, Muhammad Farid Najih and Muhammad Firza Bachtiar. Thank you for being a mood booster and being the reason for the author to return home after a few months of leaving home to study in college
4. My best partner, Ismi Solikhatun Nisa, S.Pd. Thank you for all helps, time, supports and kindness given to the author during difficult times working on this final project
5. My best friends who always accompany me during the author did his final project, big thanks dan big respects, Muhamad Khoiruddin, S.Ikom, Gus Wahid, S,Pd, and last but not least brother Akbar Wahid Setya.

ABSTRACT

Agustian, Muhammad Febin. 2023. “*The Effectiveness of Cornell Note-Taking Method to Improve Students’ Reading Comprehension of Analytical Exposition Text*” (A Quasi Experimental Research at the 11th Graders of SMAQT Yanbu’ul Qur’an 1 Pati in the Academic Year 2022/2023). Advisor: H. Hartono, S.S., M.Pd. A final project. *English Language Education Study Program*. Bachelor Degree, Sultan Agung Islamic University Semarang, 2023.

This research was conducted to find out whether Cornell Note-Taking Method was effective to improve students’ reading comprehension in analytical exposition text. The research design of this study was experimental research using quasi experimental design which belong to quantitative method. Population of the study was the 11th graders of SMAQT Yanbu’ul Qur’an 1 Pati in the academic year of 2022/2023 with 76 students. The researcher used a purposive sampling and two classes were taken as sample, they were XI MIPA 3 as the control class and XI MIPA 2 as experimental class. The instrument of the study was test and questionnaire. The researcher conducted pre-test and post-test. The pre-test was given to both class before treatment. The post-test was given after treatment. The pre-test and post-test results were analysed using SPSS v.25. The result of t-test showed the mean of experimental class in pre-test was 62.36 and the mean score of the control class was 63.00. After conducting experiment, the researcher gave post-test. The mean score of control class was 73.88 and experimental class was 86.84. The t-test result shows that there was a significant difference. It was indicated by result of post-test was sig. (2-tailed) $0.000 < 0.05$. It means that H_0 was rejected while H_a was accepted. In addition, the questionnaire result shows that the students generally have positive perceptions and experiences with the CNT method in learning analytical exposition text material. It can be concluded that teaching analytical exposition text using Cornell Note-Taking method was effective to improve students’ reading comprehension of analytical exposition text.

Key Words : analytical exposition text, cornel note-taking, reading comprehension

INTISARI

Agustian, Muhammad Febin. 2023. “*The Effectiveness of Cornell Note-Taking Method to Improve Students’ Reading Comprehension of Analytical Exposition Text*” (A Quasi Experimental Research at the 11th Graders of SMAQT Yanbu’ul Qur’an 1 Pati in the Academic Year 2022/2023). Pembimbing: H. Hartono, S.S., M.Pd. Tugas Akhir. Program Pendidikan Bahasa Inggris. Sarjana Pendidikan, Universitas Islam Sultan Agung, 2023.

Penelitian ini dilakukan untuk mengetahui apakah Metode *Cornell Note-Taking* efektif untuk meningkatkan pemahaman bacaan siswa dalam Analytical Exposition Text. Desain penelitian penelitian ini adalah penelitian eksperimen dengan menggunakan quasi experimental design yang termasuk dalam metode kuantitatif. Populasi penelitian adalah siswa kelas 11 MIPA SMAQT Yanbu’ul Qur’an 1 Pati pada tahun ajaran 2022/2023 dengan jumlah total 76 siswa. Peneliti menggunakan purposive sampling dan diambil dua kelas sebagai sampel, yaitu XI MIPA 3 sebagai kelas kontrol dan XI MIPA 2 sebagai kelas eksperimen. Instrumen penelitian adalah tes dan angket. Peneliti melakukan pre-test dan post-test. Pre-test diberikan kepada kedua kelas sebelum perawatan. Post-test diberikan setelah perawatan. Hasil dari pre-test dan post-test dianalisis dengan menggunakan SPSS v.25. Hasil uji-t menunjukkan rata-rata nilai kelas eksperimen pada pre-test adalah 62,36 dan nilai rata-rata kelas kontrol adalah 63,00. Setelah melakukan percobaan, peneliti memberikan post-test. Skor rata-rata kelas kontrol adalah 73,88 dan kelas eksperimen adalah 86,84. Perhitungan uji-t menunjukkan bahwa ada perbedaan yang signifikan. Hal ini ditunjukkan dengan hasil post-test sig. (2-tailed) $0,000 < 0,05$. Itu berarti bahwa H_0 ditolak sementara H_a diterima. Selain itu, hasil angket interview menunjukkan bahwa siswa umumnya memiliki persepsi dan pengalaman positif dengan metode *Cornell Note-Taking* dalam mempelajari materi Analytical Exposition Text. Dapat disimpulkan bahwa pengajaran *Analytical Exposition Text* menggunakan metode *Cornell Note-Taking* efektif untuk meningkatkan *reading comprehension* siswa terhadap *Analytical Exposition Text*.

Kata Kunci : analytical exposition text, cornel note-taking, reading comprehension

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Semarang, 11th August 2023



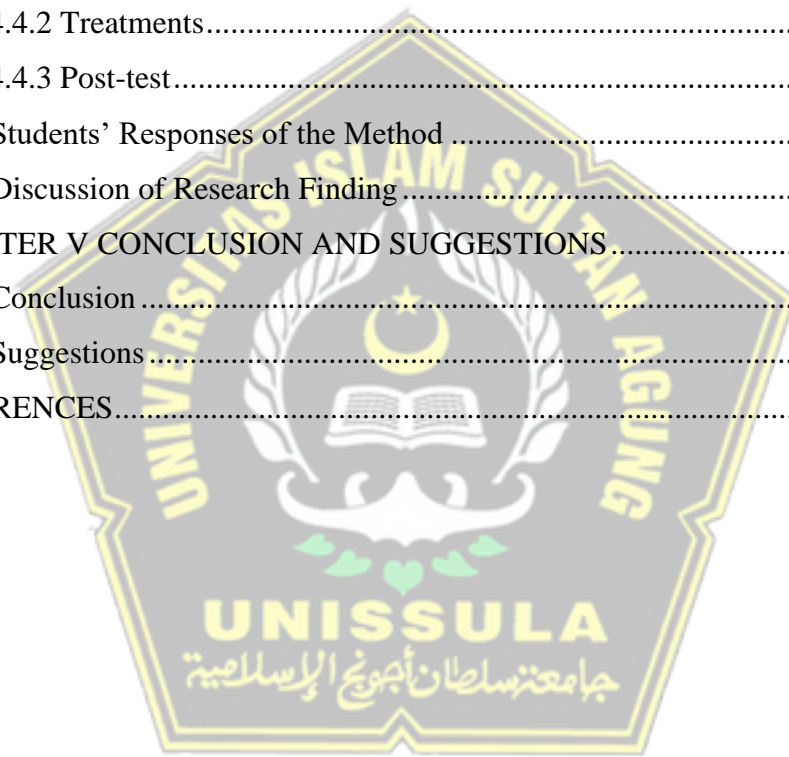
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CHAPTER I

INTRODUCTION

This chapter presents a comprehensive examination of the Background of the Study, the rationale behind selecting the Topic, the articulation of the Problem Statement, the establishment of the Study's Objectives, the formulation of the Study's Hypotheses, the identification of the Study's Limitations, the exploration of the Study's Significance, the clarification of Key Terms, and the delineation of the Study's Outline.

1.1 Background of the Study

English is a global language that is essential to our everyday lives. Since the majority of people use English to communicate on a daily basis, it becomes an essential language. Leo (2021) explains that English is an international language that is extensively exploited in plentiful countries and fields. In addition, according to Rao (2019), English is considered to be one of the most extensively utilized languages globally in contemporary times. Crawford (2019), Similarly, it is asserted that English holds the distinction of being the most widely spoken language globally. According to estimates, a minimum of 150 million individuals worldwide possesses the ability to communicate in English as a non-native language. English, in addition to its use in the realms of science, knowledge, technology, and art, possesses the capacity to effectively facilitate the attainment of objectives pertaining to commercial trade, international relations, social and cultural interactions, as well as professional advancement. Phan (2020) defines English is a worldwide language as a paradigm intended for thought, research, and

practice. This reality encourages many nations, including Indonesia, to include English in their formal school curriculum, which will be taught from elementary schools to universities.

In Indonesia, English proficiency is essential. According to Setiyadi (2020) the importance of coaching English as the first foreign language in Indonesia has increased. According to Singh (2020), The implication of English as a crucial language for Indonesia is generally recognized, mostly attributed to its status as a worldwide lingua franca. English has characterized as the primary foreign language in the country, and it is formally instructed in secondary educational establishments. Students engage in the acquisition of the English language with the purpose of augmenting their comprehension in the domains of science, technology, culture, and the arts.

There are four main aids of English that should be learned by the students to communicate in English well. They are listening, speaking, reading, and writing. Birch and Fulop (2020) state that Reading is a receptive skill that is employed in the written mode. Written language can develop separately from oral communication skills, but it frequently develops in conjunction with them, particularly in societies that have a well-established literary heritage. Reading aids in the development of vocabulary, which subsequently enhances listening comprehension in the following phases. (Oakhill et al., 2019). In this particular case, the act of reading invariably entails a dynamic exchange of ideas and perspectives between the author and the recipient of the text. The act of communication is a cognitive process wherein the writer's thoughts are conveyed

using symbols on a written page. Communication through written text on printed pages cannot take place without readers. Engaging in thoughtful and creative activities is essential for effective reading. This activity necessitates the possession of knowledge and reading skills, both of which hold significant importance for individuals engaged in reading. The aforementioned skills encompass the ability to identify words, comprehend their meanings, understand written content, effectively organize and retain knowledge, establish connections between pieces of information, and engage in oral reading. (Mulhern, 2013). Hence, the act of engaging in reading necessitates the utilization of the most elevated form of cognitive processing. The act of reading necessitates an engagement with the conveyed message and the ability to comprehend it at various levels, progressing from the most basic level to the most advanced level of comprehension, or from a literal understanding to an applied understanding of the texts.

The skill of reading is considered essential in the study of English language, since it facilitates the understanding of new information presented in written English texts. According to Duke (2021), The skill of reading encompasses a multifaceted process that includes the decoding of words, the development of fluency, and the enhancement of comprehension skills. Reading, according to Paige (2021), is a approachable language process. It is the process of understanding written or printed materials through recognition, interpretation, and perception. According to Elleman and Oslund (2019) reading is the process of comprehending written text. In other terms, reading movement states to the act of

reading a text, which encompasses a collaboration between the student and the text.

In line with this, Capellini (2015) stated that certain cognitive capacities are widely believed to be essential prerequisites for the process of reading. These include linguistic proficiency, the ability to focus and comprehend written language, auditory and visual memory capabilities, word recognition skills, contextual and structural comprehension, vocabulary knowledge, language analysis aptitude, logical synthesis abilities, reading fluency, and overall reading comprehension. Moreover, according to Wibowo, Syafrizal and Syafriyadin (2020) defines reading English is essential for a number of reasons, including the following: Firstly, engaging in reading activities in English facilitates the development of critical thinking skills in English. Secondly, reading in English contributes to the expansion of students' English vocabulary. Lastly, reading in English enhances students' proficiency and comfort in English writing. Hence, via the act of reading, students have the opportunity to increase their thoughtful of the English language and cultivate their cultural sensitivity towards it.

Many different things can happen when a person reads. The reader does not just look at the printed page and try to figure out what it says (Capellini et al., 2015) A reader is probably debating whether her reading is interesting, informative, or dull. She may encounter challenges but also discover strategies for resolving them or maintaining the experience's positive reason. In addition, text reading cannot be isolated from text comprehension. Reading and comprehending will be linked together. If students read a reading, they will not immediately

understand it by simply looking at the readings of the text; nevertheless, they need to understand it before they can move on to the next reading. Therefore, students must prioritize reading comprehension as one of their main focuses. Hidayati (2018) states that students could absorb what they have read and comprehend the information the researcher is trying to carry in the text when they have developed their reading comprehension skills. Enhance students' English teaching and learning abilities.

Teaching a foreign language, mainly English, is more complicated than teaching one's native tongue. Because the students would undoubtedly meet many difficulties if a teacher or students are to learn a second or foreign language, they will meet a variety of teaching methods, approaches, and strategies that appear to aid in the process (Albia & Sonsona, 2021). Teachers always attempt to reach the learning goal through method, model, or technique in language teaching by enhancing their teaching method during each teaching and learning process (Farrell & Jacobs, 2020). Despite the importance of understanding the analytical exposition of the text, English teachers are often dissatisfied with their students' final exam performance. The teachers must improve analytical text instruction. The teacher may apply a variety of ways to teach reading.

Therefore, the researcher decided to use an alternative method to improve students' reading skills by teaching them Cornell's note-taking method to develop their reading skills. This was done as a method to encourage the solutions that were being implemented to overcome the problems that students were experiencing. This technique teaches students to create a systematic outline to

bind important information, particularly in analytical exposition text. Therefore, they would not lose the data. In addition, adopting these approaches could help students enhance their reading comprehension, create ideas more quickly, find keywords, and make connections between background knowledge and new information from the read text.

Cornell Note-taking is a method and skill for documenting and producing reading notes to enhance students' comprehension. This method has been widely utilized to record complex and lengthy topic matter in a more compact and understandable format (Pauk, 1989). Dr. Walter Pauk from Cornell University adopted and developed this method. Cornell note-taking, also known as the CNT method is believed to help students learn and improve their enthusiasm and comprehension in reading a text. This is a systematic outline organizer method. This highly adaptable method will be customized to the various reading needs of the students (Sholikhah et al., 2019). The method will significantly enhance students' comprehension and help them remember what they have read. This allows students to find connections, generate questions, concentrate, monitor, and review their reading comprehension.

The process of taking notes from textbooks or teachers consists of five steps. Record, reduce, recite, reflect, and review are the five Rs of the Cornell Method of taking notes. When taking notes, students must conform to the five Rs. Students must pay attention to the instructor, comprehend the material, determine what information is essential to record in their notes, and coordinate the writing or typing of their messages (Syafii, 2019). In conclusion, the cornel method is a

highly effective note-taking technique that can help students to better retain and recall important information by encouraging active engagement with the material and providing a structured system for organizing and reviewing students' notes.

As a result of the problems mentioned previously, the researcher is curious whether implementing Cornell note-taking method into senior high school English classes can change things. The researcher in this project is interested in how Cornell-style note-taking with analytical exposition text can improve reading comprehension. Students will learn the procedures outlined in Cornell-note taking method and be expected to implement them when teaching reading. Reading glasses can be more productive, helpful, and beneficial to students when the correct methods are used in addition to teaching reading comprehension.

Created on the explanation above, the researcher hypothesizes that this method would be effective for senior high school students. Therefore, the researcher was motivated to conduct research titled "**The Effectiveness of Using Cornell Note-Taking Method to Improve Students' Reading Comprehension of Analytical Exposition Text at the 11th Graders of SMA Qur'an Tahfidz Yanbu'ul Qur'an 1 Pati**".

1.2 Reason for Choosing the Topic

Based on the framework of the earlier problems, teaching reading analytical exposition text was challenging. The researcher had written down a variety of problems in the education of analytical exposition text, including:

- 1) Students' ability to read, especially analytical exposition text, was still low, so it was necessary to try new learning methods that allow an improvement in reading comprehension.
- 2) Previous research has shown that the Cornell Note-taking method was effective, but it needs to be retested to make the conclusion more conclusive.
- 3) The Cornell Note taking method has never been applied in SMAQT Yanbu'ul Qur'an 1 Pati and it becomes interesting to apply it.

1.3 Statements of the Problem

Based on the background of the research above, the researcher determined and formulated the problem as follows:

- 1) Was the Cornell note-taking method effective to improve reading comprehension of the analytical exposition text of the 11th graders of SMAQT Yanbu'ul Qur'an 1 Pati?
- 2) How did the 11th graders of SMAQT Yanbu'ul Qur'an 1 Pati respond to the Cornell note-taking method?

1.4 The Objective of the Research

According to the statement above, the researcher expresses the objective of the study as follows:

- 1) To find out the effectiveness of using the cornel note-taking method in improving students' reading comprehension of analytical exposition text.

- 2) To describe the students' responses to the use of cornel note-taking method for reading comprehension of analytical exposition text.

1.5 Hypotheses of the Study

According to Lolang (2014), there are two different hypotheses, and they are referred to as the Null Hypothesis (H_0) and the Alternative Hypothesis (H_a). In H_0 , it is demonstrated that a population parameter has a particular value. Otherwise, in (H_a), the population parameters differ from the statement mentioned. In this research, the hypothesis is expressed by way of follows:

1. (H_0): There is no significant difference in the mean score of the 11th graders' reading achievement in reading analytical exposition text between the students who were taught reading using cornel note-taking and those who were taught reading using conventional method.
2. (H_a): There is a significant difference in the mean score of the 11th graders' reading achievement in reading analytical exposition text between those students who were taught reading using cornel note-taking and those who were taught reading using conventional method.

1.6 Limitation of the Study

The researcher limited the scope of the study of the researcher limited the analysis due to the existence of numerous approaches for enhancing reading comprehension. Consequently, the researcher opted for the use of the Cornell note-taking approach as a means to augment students' reading comprehension. This study aimed to investigate if implementing the Cornell note-taking method

positively impacted the reading comprehension skills of 11th-grade students at SMAQT Yanbu'ul Qur'an 1 Pati, specifically about analytical exposition texts.

1.7 Significance of the Study

This research was significant practically and pedagogically for both teachers and students:

1. Practically

a) For the teachers

To enrich the teachers' knowledge with the appropriate method of cornel note-taking to improve students' reading comprehension.

b) For the students

The students are predictable to have experience improving their reading skills differently and creatively. In that way, hopefully, they will improve their reading comprehension.

2. Pedagogically

a) The teachers

Hopefully, this research will help the teacher to use one of the strategies to teach reading and to improve students' reading comprehension. This research also can inspire them to apply various teaching techniques.

b) The students

Students will assume to be active learners and encouraged to apply the cornel note-taking strategy to other texts and readers.

1.8 Definition of Key Terms

Defining key terms is very significant to comprehend the topic's sense. The key terms of the research are defined as follows:

a. Cornel note-taking

Broe (2013) states Cornell Note-taking system was developed and utilized by Dr. Walter Pauk from Cornell University. The cornel note-taking system is differentiated by its arrangement, which divides a single sheet of paper into three discrete portions. This strategy has been widely used to condense and simplify difficulty and lengthy topics. The method will tremendously assist students in comprehending and remembering what they have read.

b. Reading Comprehension

Reading is a challenging skill that requires comprehension and appropriate interpretation. It indicates that the reader not only reads the material but also comprehends the meaning of the text. Additionally, reading is an activity dominated by both the eyes and the brain (Yapp et al., 2021). Corbett (2022) states that reading is a transfer process of information. It takes place between the author and the reader. Moreover, he mentions that Students must focus on minute details to locate and interpret relevant information in the text.

3. Analytical Exposition Text

Analytical exposition text is a text that proposes or suggests a topic that can be either pro or con, but not both. Analytical exposition texts are taught to students as part of the English curriculum; however, some students struggle to read and comprehend these texts (Nurjanah, 2018). The perception of a

significant distinction between spoken and written language has led to the recognition and appreciation of analytical discourse in educational settings. This is mostly due to its abstract nature and detachment from immediate context, which is seen as indicative of complexity, resemblance to written language, and higher cognitive demands (Garintama, 2018).

1.9 Outline of the Study

Chapter I presents the Introduction which consists of Background of the Study, Reasons for Choosing the Topic, Statement of the Problem, the Objectives of the Study, Hypotheses of the Study, Limitation of the Study, Significance of the Study, Definition of Key Terms, and Outline of the Study.

Chapter II overview provides Review of Related Literature which describes several theories underlying the study and a review of similar previous studies.

Chapter III is about the research method. It contains the Research Design, the Subject of the Study, the Instrument of the Study, the Validity and Reliability of the Instrument, the Data Collection Technique, and Data analysis.

Chapter IV presents the Description of the school, the Description of the Subjects, Instrument Validity and Reliability, Research Findings, and Discussions

Chapter V deals with Conclusion and Suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher reviews some of literatures that consists of English language teaching at senior high schools in Indonesia, teaching reading at senior high school, the general concept of reading, the process of reading, the levels of reading comprehension, the strategies of reading comprehension at senior high school, reading comprehension skill, the understanding of reading comprehension, the function of reading comprehension, and teaching reading comprehension, definition of cornel note-taking method, the procedure of applying cornel note-taking method, and the advantage of using cornel note-taking method, definition of analytical exposition text, generic structure of analytical exposition text, and language features and the last is about review of previous study.

2.1 English Language Teaching (ELT) in Indonesia

This section will explain ELT curriculum in Indonesia, ELT in the 2013 curriculum, the principle and characteristic of 2013 curriculum and problem of ELT in Indonesia.

2.1.1 ELT Curriculum in Indonesia

Grammar-translation method was the only approach available when English language instruction began in Indonesian schools following the country's independence in 1945 (Al-Maamari, 2021). According to Jon (2021), the technique is deemed appropriate for accommodating a significant number of

students, cost-effective, and solely necessitated teachers' grammatical expertise. Commencing in the early 1950s, the Indonesian government initiated the implementation of an audio-lingual methodology, which was subsequently integrated into the English Language Teaching (ELT) syllabus (Djauhar, 2021). A prominent feature of the audio-lingual era was the extensive utilization of language laboratories as the primary means of facilitating language acquisition. Given that this project was affiliated with the Ford Foundation of the United States, it was mandated that during every English teacher training session, a minimum of one native speaker was required to serve as the resource person.

In this era, the English language gained prominence as the primary medium of instruction in higher education institutions, and the implementation of the audio-lingual approach was deemed effective in improving students' proficiency in English (Prihatin, 2019; Sofiana et al., 2019). Following a period of multiple years, the curriculum that was based on the audio-lingual approach encountered difficulties as the quantity of teachers who engaged in curriculum training reduced. According to Hafifah (2020), there is a significant discrepancy between the demand for English teachers throughout Indonesia and the availability of highly competent teachers. Specifically, the number of proficient English teachers is notably low. One of the primary challenges encountered during the execution of an audio-lingual curriculum was the significant class sizes, which resulted in instructors resorting to the utilization of the grammar-translation approach.

Although the audio-lingual technique was still in use, the English curriculum was revised in 1975 with a more structured and systematic approach. Darsih (2014) states that this new version used criteria that included all curriculum elements, including learning objectives, teaching resources, methods, and evaluations. During this time, the government began requiring junior and senior high school students to use English textbooks. Due to the lack of a language laboratory and native speakers to serve as models, among other requirements for implementing the audio lingual approach, the structure-based audio lingual curriculum remained unsuccessful (Efrini, 2017). The government began developing a new curriculum in 1984 called the communicative-based curriculum as a result of the 1975 English curriculum's failure.

It was stated that this program will improve students' communication skills. However, when it was put into practice, the curriculum continued to place a strong emphasis on linguistic form and organization (Yusny, 2013). This was evident in the content of English textbook designs for junior and senior high schools, which were still heavily focused on mastering language structures. The 1984 curriculum was therefore judged to have fallen short of expectations for a number of reasons, including the fact that teachers continued to the classroom instruction utilized the audio-lingual and grammar-translation methods, with Indonesian serving as the medium of instruction. English vocabulary was taught through the use of Indonesian translation. (Mappiasse & Sihes, 2014). Similar to this, Gultom (2016) states that the 1984 ELT curriculum was deemed ineffective because it was inconsistent, with the main objective of the curriculum being

reading comprehension while the teaching programs were focused on language structure, the teaching method was communicative, and the evaluation was grammar-based. In conclusion, the inclusion of 1984 in ELT curriculum not only cultivates essential language skills but also provokes profound reflections on the dangers of surveillance, manipulation, and the preservation of human autonomy in an increasingly interconnected world.

The subsequent reform of the English Language Teaching (ELT) curriculum was prompted by the failure of the 1984 ELT curriculum. Based on a comprehensive analysis of questionnaires administered to both instructors and students, it was ascertained that the significance of producing skills outweighed that of receptive abilities. Furthermore, the findings indicated that communicative techniques held greater importance compared to grammatical approaches. Consequently, the government, under the purview of the department of education, undertook a revision of the curriculum in 1984, replacing it with the 1994 curriculum, which is commonly referred to as the meaning-based communicative approach. Yusny (2013) employed this strategy due to the prevalence of the communicative approach as the primary way of language training during that period. This approach encompassed several key components, including the cultivation of proficiency in all four language skills, the acquisition of linguistic competence, the utilization of diverse curricula featuring functional, situational, skill-based, and structural approaches, the integration of learning activities, and the implementation of communicative-based assessment strategies. During this

particular era, textbooks were characterized by a thematic focus, while the instructional methodology employed a task-oriented approach.

The 1994 ELT curriculum adopted a communicative approach, which is a positive step forward. However, there were some obstacles and issues encountered during the teaching process. It's great that the teacher is emphasizing the importance of reading comprehension! Great news! The national examination continues to employ the test format from the 1984 ELT curriculum, which evaluates reading comprehension and language structure through the use of multiple-choice questions. While not comprehensive in evaluating all dimensions of communication competence, this tool remains valuable for assessing language proficiency. Although the 1994 ELT curriculum did not fully meet expectations on students' communication skills development, there is still room for improvement and progress in the future (Mambu, 2022). In conclusion, the 1994 ELT curriculum becomes an important role in shaping English language teaching in Indonesia by emphasizing communicative language teaching, integrating language skills and cultural aspects, and promoting learner-centered instruction, and its legacy continues to inform and inspire language educators today.

In 2004, the government implemented a policy of curriculum change with the aim of enhancing the 1994 ELT curriculum, which served as a reflection of the preceding curriculum. Nur & Madkur (2014) states that curriculum innovation is an unavoidable occurrence due to the rapid growth of science and technological developments on a global scale. As a response to the worldwide developments in science and technology, the government introduced a policy on regional

autonomy in 1999. The government, via the education ministry, introduced a revised curriculum subsequent to the enactment of the regulation in 2004. Upon the public release of the curriculum in 2004, it was observed that several names had been incorporated into it. While some individuals referred to it as the "life skill curriculum," others associated it with a "genre-based approach." Nonetheless, the nomenclature that garnered the highest degree of popularity was "a curriculum based on competencies" (Mustafa & Hamied, 2014, pp. 5-6). In conclusion, the 2004 ELT curriculum represented a significant shift towards learner-centered, communicative language teaching in Indonesia, and its continued implementation has played a vital role in improving the quality of English language education in the country.

In addition, Nur and Madkur (2014) state that the communicative competence representation scheme is adopted by the 2004 ELT curriculum (p. 123). The communicative orientation has resulted in a shift towards a learner-centered approach in the English learning process in schools. The English test in national final exams has been designed to incorporate listening, reading, and grammar components by the government. The evaluation of oral and written communication skills is carried out independently by educators within the educational institution (Ferretti and Graham, 2019). In conclusion, the 2004 ELT curriculum is a significant reform in English language teaching in Indonesia, with its focus on task-based language teaching, the integration of technology, and the development of learner autonomy, and its implementation has contributed to the

improvement of English language proficiency and the quality of education in the country.

Teachers in Indonesia are not given the chance to create the curriculum due to the country's centralized curriculum policy, which led to disparagement of the capability-based curriculum's introduction in 2004 (Gultom, 2016). As a result, the government once more released a procedure to enhance the prior curriculum by taking the advice of the teachers and schools. Later, the 2006 curriculum in Indonesia is also identified as the KTSP (Kurikulum Tingkat Satuan Pendidikan). It is introduced as a response to the shortcomings of the previous curriculum in meeting the needs of the students and society. The KTSP emphasizes a student-centered approach to education, where the curriculum is designed to cater to the individual needs of each student (Akil et al., 2018). It also aims to foster the development of critical thinking, problem-solving, and creativity. The curriculum includes several subject areas, such as mathematics, science, social studies, art, and physical education. It also includes a compulsory subject on local culture and values, which is meant to instill a sense of pride in Indonesian heritage (Mistar, 2014). The 2006 curriculum has faced some criticism for its lack of standardization and inconsistency in implementation, but it remains a significant milestone in the history of education in Indonesia.

Silalahi (2016) states that the significant flexibility provided by the 2006 curriculum, issues still emerged ; Firstly, there is an excessive amount of subjects to learn, and a considerable amount of competencies that exhibit redundant information. The presence of overlapping competencies has hindered the

cognitive development of students. Secondly, the curriculum do not fully adhere to a competency-based approach. Thirdly, it can be argued that competence does not provide a comprehensive representation of the entire spectrum of knowledge, affective abilities, and practical skills within a given domain. fourthly, it is observed that certain competencies, namely character development and active learning, are not adequately addressed. Fifthly, the educational system continued to priorities teacher-centered instruction as the prevailing standard of learning. The sixth issue pertains to the neglect of process and product aspects in assessment standards.

Nur and Madkur (2014) explain particular concerns regarding the execution of the 2006 English Language Teaching (ELT) curriculum, as documented on pages 125-126. Initially, students acquire knowledge on the aspects of pronunciation, word emphasis, and intonation. Nevertheless, the aforementioned components are disregarded during the examination. No significant correlation is observed between language components and language skills. The integration of listening, speaking, reading, and writing activities are found to be lacking. Secondly, students acquire a more significant number of linguistic expressions in comparison to communicative activities. Thirdly, the students prioritize their attention towards the aspects of grammar and vocabulary, rather than the content of the text. Fourthly, students acquire a significant amount of knowledge from synthetic literature found in textbooks rather than authentic written materials. In fifth place, emphasis is placed on the development of reading and writing skills, rather than on language proficiency. One issue is that the

learning process primarily relied on textbooks, which limited students' exposure to authentic communication opportunities that encompassed listening, speaking, reading, and writing activities (Andariyani & Nurhajati, 2016). The learning process remained predominantly focused on the teacher, even in the seventh iteration. The 2013 curriculum policy has introduced certain innovations in response to the perceived failure of the 2006 ELT curriculum to enhance the English language proficiency of students.

Curriculum Merdeka, introduced in Indonesia in 2021, places a significant emphasis on the growth of English Language Teaching (ELT). The program aims to prepare students with the necessary skills to communicate effectively in English, which is widely recognized as the language of international communication (Vhalery et al., 2022). ELT in Curriculum Merdeka is designed to be more relevant and engaging to students by integrating real-world contexts and the use of technology. One of the key features of ELT in Curriculum Merdeka is the focus on developing students' digital literacy skills. The program recognizes that technology plays a vital role in the way we communicate and interact in the 21st century, so it incorporates digital tools and resources into ELT (Asra et al., 2022). Teachers are encouraged to use online platforms, such as virtual classrooms and online language learning apps, to supplement their lessons. Additionally, the curriculum includes activities that require students to use digital tools to create, collaborate and communicate in English. This approach not only enhances students' language skills but also their digital skills, which are essential in the modern workplace.

Overall, the ELT component of Curriculum Merdeka aims to provide students with a more holistic approach to language learning, one that emphasizes the integration of language skills with other important skills, such as digital literacy, critical thinking, and creativity (Dewi et al., 2023). The program seeks to equip students with the skills and competencies they need to participate actively in the global community, where English is widely used for communication.

2.1.2 ELT in the 2013 Curriculum

As previously mentioned, one of the issues with the 2006 ELT curriculum's implementation is that teachers concentrated primarily on teaching students how to speak and write in English while ignoring other competencies that students should acquire (Intansari, 2013). Before students begin writing text, a significant portion of the lesson focus on grammar and language forms. This misreading of the curriculum, according to Putra (2014) , grow increasingly glaring as the exam created by instructors and the ministry of education focused mostly on reading comprehension and grammar while ignoring speaking and listening abilities. As a result, the 2013 ELT curriculum in Indonesia is developed in response to the fact that the communicative objectives specified by the government for English learning in the previous curriculum are not met (Nur & Madkur, 2014). It is also a response to the fact that PISA (Program for International Student Assessment) and TIMSS (Trends in International Mathematics and Science Study) report that Indonesian students lack analytical, critical, and procedural competencies. As a result, Indonesia faces future global challenges regarding the quality of education (Sutaryo et al., 2021). To sum up,

the 2013 ELT curriculum aimed to further enhance the communicative approach and incorporate the use of technology and other innovative teaching methods, providing a more diverse and effective learning experience for English language learners.

In cases where the 2013 curriculum is implemented as an addition to the previous curriculum, the English lesson also goes through some changes to address the shortcomings in the application of the previous ELT curriculum (Yusny, 2013). According to Intansari (2013), who established the present curriculum using the following guidelines, some of its strengths include: First, the 2013 ELT curriculum restores the purpose and communication capabilities that are at the heart of English language acquisition. The improvement of students' English communication abilities is the main objective of learning English. ELT curricula for 2013 use the Communicative Language Teaching (CLT) methodology. Second, the 2013 ELT curriculum implementation is anticipated to move away from being heavily teacher-centered and toward being student-centered. Thirdly, they study the grammar, textual organization, and social functions of the language. The topic covered in the textbook is relevant to life at home, at school, and in the community. Fourthly, students pick up English through communication, observation, inquiry, discovery, and association. Students should be encouraged to develop their critical, analytical, investigative, procedural, and communicative abilities through the aforementioned process. Fifth, the teacher functions as both a language user and a language learner as examples. Sixth, textbooks are one of the actual or very close to authentic

educational resources that students use. Seventh, students are given the freedom to buy real books. Eighth, students are expected to learn English in grades eight and nine for intercultural, business, and practical communication. Ninth, students develop skills, information, and attitudes. Tenth, students learn English through activity-based, authentic text and communication. Overall, the 2013 ELT curriculum represented a significant step forward in English language teaching, focusing on a learner-centered approach and incorporating modern teaching methods and technology to facilitate effective communication and language acquisition.

2.1.3 Principle and Characteristics of 2013 Curriculum

The Minister of Education and Culture's regulation number 22 of 2016 defines the standards for primary and secondary education processes (Pendidikan, 2016). The principles of the 2013 curriculum seek to shift the learning paradigm from knowledge acquisition to knowledge discovery for students. This transformation entails a shift from a teacher-centered to a learner-centered approach, from content-based to competency-based learning, and from partial to integrated learning. Furthermore, it is anticipated that learning will take place not only within educational institutions but also within the household and the broader community. The promotion of information and communication technology is encouraged to improve learning efficiency and effectiveness, while also acknowledging individual differences and students' cultural backgrounds. (T. Hidayati, 2016). In conclusion, the principles and characteristics of the 2013 curriculum aimed to create a more student-centered and interactive learning

environment, incorporating real-world language use and modern teaching techniques to develop learners' language proficiency and communication skills.

The 2013 curriculum encompasses learning objectives that aim to address the domains of attitude, knowledge, and skills with regards to its characteristics. According to Sutaryo (2021), The regulation delineates that the advancement of the three domains is associated with the taxonomy of educational aims, wherein the acquisition of the attitude component occurs through the processes of "receiving, responding, appreciating, characterizing, and practicing." The acquisition of the knowledge component is facilitated by engaging in activities that encompass the cognitive processes of remembering, comprehending, applying, analyzing, evaluating, and producing. On the other hand, the development of the skills component is fostered through the cognitive processes of observing, questioning, investigating, reasoning, presenting, and creating.

2.1.4 Problems of ELT in Indonesia

The misalignment of expectations between educators and students throughout the educational process has had an impact on both the outcomes and attitudes surrounding pedagogy and learning (Xia, 2020). The academic outcomes are largely influenced by the teachers and learners. The successful execution of learning activities necessitates the collaborative involvement of both teachers and students. Undoubtedly, educators play a pivotal role in facilitating the educational processes of teaching and learning (la Velle, 2020). The challenge of achieving favorable results is increasing in instances where educators lack sufficient communication skills, thereby impacting the students' elevated aspirations for

quality educational experiences (Sutaryo et al., 2021). In the field of English Language Teaching (ELT), a lack of understanding among English teachers regarding communicative language teaching philosophies, the appropriate sociolinguistic context, and the language acquisition needs of their students may pose challenges in the execution of effective teaching practices (Setiyadi, 2020). In conclusion, the problems of English Language Teaching (ELT) in Indonesia, such as the lack of qualified teachers, limited access to learning resources, and inadequate language proficiency among students, require concerted efforts from all stakeholders to address and improve the quality of English language education in the country.

In the context of Indonesia, language education presents a range of difficulties and obstacles for both educators and learners. The challenges stem, in part, from both students and instructors of the English language (Cogo et al., 2021). Many students continue to struggle with effectively communicating in English, even after years of language instruction. This is particularly evident in the realm of spoken communication, where individuals must effectively convey their ideas through oral means, in addition to utilizing other language skills (Sutaryo et al., 2021). Consequently, a number of students exhibit low levels of motivation towards the study of English language owing to challenges encountered, inadequate learning materials, and restricted time and avenues for application. Furthermore, it is imperative for English teachers to cultivate the students' motivation in order to engage them in the process of English education. Hence, one of the difficulties faced by educators is to effectively facilitate the

learning process and motivate students to actively participate in the educational experience.

As a result, it presents a challenge for educators to impart effective instructional techniques to equip students in addressing this issue. Moreover, the issue is also associated with the employment of pedagogical tools such as PowerPoint Presentations. The educators are unable to optimize their utilization of resources in order to facilitate the educational process with efficacy and appeal (Ahsanu et al., 2021). This phenomenon occurs when English teachers lack formal training in teaching methodologies. In addition, the task of instructing English appears to present greater difficulties in the context of educators' challenges stemming from insufficient expertise (König et al., 2017). Individuals who have not completed sufficient teaching training may encounter difficulties in effectively implementing teaching methodologies.

Moreover, a significant proportion of instructors of the English language are ill-equipped to deliver the requisite educational content. Due to the absence of a relevant English bachelor's degree for instructing primary-level students, their pedagogical comprehension may be inadequate for teaching the English language (König et al., 2016). Insufficient time is a further challenge encountered in the instruction of English. The duration of lessons is often restricted, with classes being held once or twice a week, or for one to two hours each day, covering a range of subjects (Richards et al., 2013). Consequently, the intended lesson plan does not transpire as anticipated, leading to subsequent sessions often consisting of a recapitulation of the prior incomplete pedagogical materials. Moreover, they

will be incapable of identifying the challenges inherent in the learners' educational journey. One of the major challenges encountered by English instructors is the issue of excessively populated English classes. The consequences of this circumstance are evident throughout the teaching and learning process. Liu (2013) has identified that teaching English in an over-crowded class is a commonly acknowledged challenge. In conclusion, while teaching English in an overcrowded class presents a significant challenge for educators, the implementation of effective classroom management techniques and instructional strategies can help facilitate learning and ensure that all students receive a quality English language education.

As a result, the instructor may encounter novel challenges such as heightened classroom management demands, increased noise levels, and limited capacity to provide individualized attention to each student. The complex demands of the curriculum policy often limit teachers' ability to implement innovative ideas for effective language teaching and learning, which in turn can lead to a lack of motivation among some teachers to teach English (Moradkhani et al., 2013). Due to the constraints of a brief teaching period, inadequate resources, and a modest compensation package, certain educators encounter difficulties in guiding the educational process towards the attainment of diverse benchmarks outlined in the 2013 curriculum. The current situation suggests that there is a deficiency in the English Language Teaching (ELT) knowledge among teachers, as outlined in the Curriculum 2013, which emphasizes the importance of utilizing scientific approaches and models such as project-based learning, problem-based

learning, and discovery learning (Darsih, 2014). In conclusion, the current situation of ELT is constantly evolving, with new approaches, technologies, and challenges emerging all the time, underscoring the need for ongoing research, innovation, and collaboration among educators and language experts to advance the field and enhance the quality of English language teaching and learning.

2.2 Teaching Reading at Senior High School

This sub topic explains the general concept of reading, the process of reading, the process of reading, and teaching reading comprehension.

2.2.1 General Concept of Reading

Reading is an essential skill that must be acquired to communicate effectively in English. Its purpose is to expand the readers' understanding, and it can transfer a great deal of information to them if they read a great deal. On the other hand, reading is one of the essential aspects of English as a Foreign Language (EFL), which is used to evaluate students' linguistic ability. It is possible to think of reading as an "interactive" process between a reader and a book that ultimately results in either automaticity or (reading fluency). During this stage, the reader engages in a dynamic interaction with the text in a specific meaning. During this phase, the reader uses linguistic or systemic knowledge (obtained from bottom-up processing) and schematic knowledge (through top-down processing). This implies that the main objective of engaging in reading is to achieve comprehension. According to Mulhern (2013), readers must exert effort in constructing and searching for meaning when comprehending a text. In conclusion, the general concept of reading is a fundamental skill that enables

individuals to access and understand written communication, and its development and mastery are essential for academic and personal success.

Furthermore, Hidayati (2018) explains that reading requires perception and thought. Readers need background information, vocabulary, and grammatical expertise to grasp written content. It means reading is a way for the writer and reader to communicate. Writer shares feelings, facts, ideas, and arguments by writing. Readers interpret or understand them. Reading is not just about words and grammar, instead it is a thinking process as well. The readers must think about what the text means.

Students in Indonesia are required to study English as a second language. Students easily decipher the meaning or understand the concept behind writing and language. Because to grasp the reading text, they need to have a decent level of competency in knowing the meaning of words, sentences, and contents; however, learning about the writer's ideas is the most significant thing (Harwati & Hartono, 2019). Reading becomes more effective when higher mental processes brought into play. In addition, it involves activities such as thinking, evaluating, imagining, categorizing, and using critical thinking. If the instructors can think critically, the educational activity can be beneficial.

Based on the preceding rationale, the investigation arrives at the subsequent conclusion. Reading comprehension refers to the cognitive process by which individuals extract and comprehend the intended meaning of textual content, encompassing all relevant information pertaining to the subject matter. Due to the fact that English serves as a second language for a majority of students,

the comprehension of written content in English may provide a significant challenge for them (Hartono & Maharani, 2020). Because of the limitations of their ability to think critically and analyze the meaning of words and sentences, many readers cannot grasp the author's concept. Therefore, for the reader to comprehend the purpose of the author's concept, a high focus is required when reading the text.

2.2.2 Process of Reading

According to Just (2018), the reading process can be broadly divided into three stages:

1) Recognition stage

At this stage, students recognize a phonological component's graphic representations. For instance, they can comprehend the written form of spoken words. The first step is learning to read in English. The difficulty level at this stage is determined by the differences in the script of the learner's mother tongue and English, as well as the differences in spelling between the two languages.

2) Structuring stage

The student understands the structural meaning of the syntactical components and can identify how the things are related syntactically to one another. The reader is familiar with the text's subject matter and is interested in learning more by analyzing its syntactical structure.

3) Interpretation stage

This is the highest stage of the reading process. The student has understood the significance of a word, a phrase, or a sentence concerning the

overall context of the discards. For instance, he can comprehend whether words are being used in a severe or humorous context and differentiate between statements of truth and opinion. This is the point at which a person reads for information, research, or enjoyment.

In conclusion, the stages of reading process will make the students understandable related to reading comprehension text. Recognition stage can make students comprehend the written form of spoken word. While structuring stage will be interested stage because of its syntactical structure. Then the last is about interpretation stage. It is the point at which a person reads for information.

2.2.3 Teaching Reading Comprehension

An English subject in the Indonesian curriculum 2013 must include reading comprehension. According to Dwiningtyas (2020), the ability to access relevant material and formal schemata is not sufficient for successful reading comprehension. Their ability to monitor what they comprehend and take strategic action accordingly is also crucial to their success. Professors play a crucial role in supporting students in assessing their comprehension and guiding them to choose the most effective strategy. This is what makes teaching reading difficult. Comprehension is a cognitive process that occurs within the brain, and tests are used to evaluate it. Students may achieve a high score based on their responses to questions, but this does not always mean that they have gained knowledge from the text. If the answers to the questions are explicitly stated in the text, it may be simple. Students must be able to decipher and extract meaning from words if answers are implicit.

It is quite evident that teachers are responsible for ensuring that the text is not only to be read but also to be understood by their students. Therefore, teachers must establish learning objectives and adopt an appropriate technique to help students attain them. Teachers must implement a plan sequentially so that students will become accustomed to it. According to Nobles and Cruz (2020), There are five kinds of strategies for comprehension. The first one is establishing a connection. Connection refers to the relationship between the text's topic or material and what the reader already knows about themselves, other texts, and the world. This method is very dependent on prior understanding of the issue under discussion. Pearson (2020) calls this as “reading beyond the lines.” The following strategy is questioning. Nobles and Cruz (2020) suggest that readers should ask themselves questions regarding the text, their reactions, and the author's purpose. In addition, readers might ask questions to determine the relationships between concepts and information in the text (Albia and Sonsona, 2021). In conclusion, effective teaching of reading comprehension involves the use of various strategies, such as pre-reading activities, active reading, and post-reading reflection, which can help learners to engage with and comprehend texts more deeply, building their vocabulary, critical thinking skills, and overall language proficiency.

2.3 Reading Comprehension Skill

In reading comprehension skill will explain about the understanding of reading comprehension, the function of reading comprehension, the levels of

reading comprehension and the strategies for reading comprehension at senior high school.

2.3.1 Understanding of Reading Comprehension

According to Elleman and Oslund (2019), reading comprehension is necessary for gaining an in-depth understanding of the material. One may say that content comprehension is the result of the reading process. Comprehend is a pair of words that employ the appropriate vocabularies, are connected, and have meaning. Regardless of the reader's objectives or reasons for reading, meaning is required. Without comprehension, reading is not a complete activity. Comprehension and reading are interdependent, like relationships (Oakhill et al., 2019). In conclusion, a thorough understanding of reading comprehension is essential for educators and learners alike, as it provides the foundation for effective reading instruction and enables learners to develop the skills necessary to comprehend and analyze a wide range of texts in various contexts.

On the other hand, Westwood (2012) defines that reading comprehension is a complex mental process involving numerous abilities. The reader must use the knowledge received via filtering, interpreting, organizing, and making connections to the new information on the page in order to grasp the text. A reader should be able to recognize words based on their meaning and should be able to assemble meaning units into an understandable message.

Besides, Oakhill (2014) states comprehension is determined by a number of factors, including the ability to comprehend the language used by the author, uncover and examine facts, discover primary ideas, see caused and effect

relationship, reach inferences, make hypotheses, the grouping of events, distinguishing reality from exaggeration, determining the writer's intent, evaluating the credibility or value of a written portion, applying data to one's own understanding, relating to characters and events, and a few other things. Reading comprehension is a cognitive process that involves constructing meaning and understanding from written texts (Smith et al., 2021). The process of comprehending a written text involves grasping the author's opinions or messages. The capacity to analyze information, draw on prior knowledge to aid translation, and connect material to prior experience to produce a thorough understanding known as comprehension (Elleman & Oslund, 2019). In conclusion, comprehension is a multifaceted process that involves various cognitive skills and strategies, and its mastery is critical for effective communication, academic achievement, and lifelong learning.

In addition, there are six comprehension elements that influence students' reading comprehension, including vocabulary mastery, reading genre, background and experience, linguistic comprehension, motivation, and cognitive capacity.

1) Vocabulary mastery

Comprehension of a passage is contingent upon the reader's familiarity with the vocabulary utilized in them.

2) Reading genre

Each material possesses a varying level of complexity that requires a distinct degree of comprehension. The necessity for understanding is contingent upon the characteristics of literary categories.

3) Background and experience

It is recommended that readers engage in extensive reading in order to augment their foundational knowledge. Furthermore, their level of expertise will be enhanced as a result of engaging in reading activities.

4) Linguistic comprehension

To fully comprehend a written passage, it is necessary to have an understanding of the various linguistic elements that comprise it. This is because a text is composed of multiple components that work together to convey meaning.

5) Motivation

The motivation of readers is a crucial aspect in enhancing their comprehension abilities.

6) Cognitive capacity

The cognitive abilities of readers play a significant role in the process of reading. Individuals who possess creative thinking abilities are likely to achieve a greater level of comprehension when reading a given passage.

In conclusion, reading comprehension is the ability to comprehend the text being read. Reading with comprehension is the process of reading a written text and recognizing the author's message and locating information. To comprehend the book, readers must have a command of the genre-appropriate terminology. In addition, readers must possess relevant baseline knowledge and be motivated to read. Additionally, a reader's capacity to comprehend the language prior to

reading the text is crucial, and the reader's creative thinking skill is the final aspect in achieving reading comprehension.

2.3.2 Functions of Reading Comprehension

Reading is a common activity that people engage in for a variety of reasons, including informational purposes and pure enjoyment. Spencer, Mercedes & Cutting (2020) have classified the purpose of readers into eight distinct categories as they engage in reading. The rationales behind readers' individual preferences notwithstanding, they do exhibit a shared desire towards reading:

1) Reading to find the primary thought

The capacity to identify the main concept in written text is a fundamental comprehension skill that frequently motivates pupils to read. Other critical comprehension abilities include the capacity to summarize and sort from the text

2) Reading to choose information

This skill requires the reader to focus not just on the main concept but also on the details contained in the text. The reader must next determine whether these supporting informations are relevant and appropriate. due to the reasons they possess.

3) Reading to answer question

It is essential in order to enhance the ability to remember important details. As a purpose of reading, the reader should be able to develop specific questions before reading. This talent enables the reader to obtain the

necessary information from the passage by simply answering the question that they had previously posed.

4) Reading to summarize and organize

It suggests that the reader should be given the opportunity to draw a logical connection between the overarching concept and the pertinent particulars that he has been presented with during the course of his reading.

5) Reading to arrive at generalization

This skill requires sufficient facts or data to justify the summary provided to the reader. The reader should evaluate whether the summary offered is sufficient to guarantee the generalization he made.

6) Reading to follow direction

This is a combination of reading abilities, such as the capacity to take notes, organize information, and determine the order of events.

7) Reading to presume outputs

This ability involves the reader to make assumptions, which implies that the reader must predict what occurrences will occur after the event that he has just read on a printed page that he has just read.

8) Reading to evaluate critically

The capacity to evaluate critically what has been read. This ability requires critical thinking and background knowledge on the issue being discussed.

In conclusion, the purpose of reading varies among readers, as it pertains to the individual's objective or intention in engaging with a particular text. Typically, individuals engage in reading to achieve a broad understanding of the

text, whether it be for informational purposes or leisurely enjoyment. The statements above suggest a broad generalization that the primary objective of reading is to acquire new information that was previously unknown to the reader. The acquisition of information is a fundamental requirement for individuals seeking to satisfy their informational needs through reading, as it facilitates the comprehension and interpretation of the material presented.

2.3.3 Levels of Reading Comprehension

According to Ritchey and List (2022), there are three levels of reading comprehension. The levels are literal comprehension, inferential comprehension, and evaluative comprehension.

1) Literal comprehension level

The fundamental level of comprehension is literal comprehension, whereby readers obtain information that is explicitly stated in the text

2) Inferential level

Inferential comprehension necessitates that readers ascertain the implicit or intended significance of the written material. In this instance, it is imperative for readers to acknowledge the correlation between the primary concepts and supplementary information, and utilize them to deduce implications and formulate conclusions

3) Evaluative comprehension level

Evaluative comprehension refers to the capacity of readers to analyze and contrast information and concepts presented in a text with their pre-existing knowledge.

Reading comprehension focuses on the above three levels in relation to this study and the curriculum. The aim of teaching English in high school, according to the curriculum, is to equip students with the ability to effectively communicate through three distinct types of text, namely interpersonal, transactional, and functional, both in written and oral form. Reading does not only mean to understand the words or the grammar. It is not just translating but reading is thinking, to read well in English reading material text, and the reader must think what the text means.

2.3.4 Strategies for Reading Comprehension at Senior High School

To enhance their reading skills, students are required to dedicate a significant amount of time to reading and implementing targeted reading strategies. The student's comprehension of the text relies on their capacity to employ strategies for understanding the writer's message. This suggests that the method facilitates students' comprehension of the text they have read.

Students must read frequently and employ specific techniques to improve their reading skills. The student's ability to grasp the text depends on their ability to employ strategies to understand the writer's words. This indicates that the method increases students' text comprehension. Afflerbach, Hurt and Cho (2020) identify four types of reading strategies. These are skimming, scanning, and making predictions, and questioning.

a. Skimming

Skimming is a rapid reading technique. The purpose of skimming is to gain a general understanding of the structure and central concept of a passage in a

book. Skimming involves a quick scanning of a passage, with the reader disregarding specific details. The users read the introductory sentences of each paragraph. In general, paragraphs consist of a topic sentence that expresses the central concept. The conventional placement for a topic sentence is at the beginning of the introductory paragraph. Another common placement for a topic sentence is at the start of the final paragraph.

b. Scanning

Scanning is a rapid reading technique used to locate specific information efficiently. Scanning involves pre-determining the specific information one is seeking prior to initiating the search process. Scanning is a method used to acquire specific information. Scanning plays a vital role in enhancing reading comprehension. Some students have a slow reading pace due to their tendency to try to understand every single word. Scanning facilitates the development of rapid reading and comprehension skills in students.

c. Making Prediction

Predicting requires readers to negotiate text meaning using past information. They use their knowledge to understand the content. The viewer utilizes the picture and title to guess the story. The title can trigger readers' recollections of other books, allowing them to predict the content. Successful readers can predict what will happen next or what the author will suggest to spark conversation. Readers constantly review these forecasts and change any not supported by the text.

d. Questioning

This strategy allows students to practice asking and answering questions independently. The questions that should be asked will enhance the student's awareness of what they have read. These will indicate whether or not the student has grasped the text. Students can check their comprehension and maintain engagement and interest in reading through questions. The questions can be utilized before, during, and after reading. Using this method, students return throughout the reading process to locate the answers to the questions. Questions help students in clarifying and comprehend what they read. In this method, asking relevant questions enables successful readers to focus on a text's most important content (Banditvilai, 2020). In conclusion, questioning is a powerful reading strategy that promotes active engagement and critical thinking, helping readers to clarify their understanding of texts, make connections between ideas, and generate new insights and knowledge.

Based on the theories mentioned previously, it can be inferred that there are four reading comprehension strategies for senior high school students, namely scanning, skimming, making prediction and questioning. The act of scanning is employed to locate a specific piece of information. Skimming is a reading technique employed to obtain a general understanding of the content of a text. Making prediction is used to guess what will happen next or what ideas the author will offer to promote a discussion while reading. While questioning is used to help students in clarifying and comprehend what they read.

2.4 Cornell Note-Taking Method

In cornel note-taking method, the researcher explains about definition of cornel note-taking method, the procedure of applying cornel note-taking method, and the advantage of using cornel note-taking method.

2.4.1 Definition of Cornell Note-Taking Method

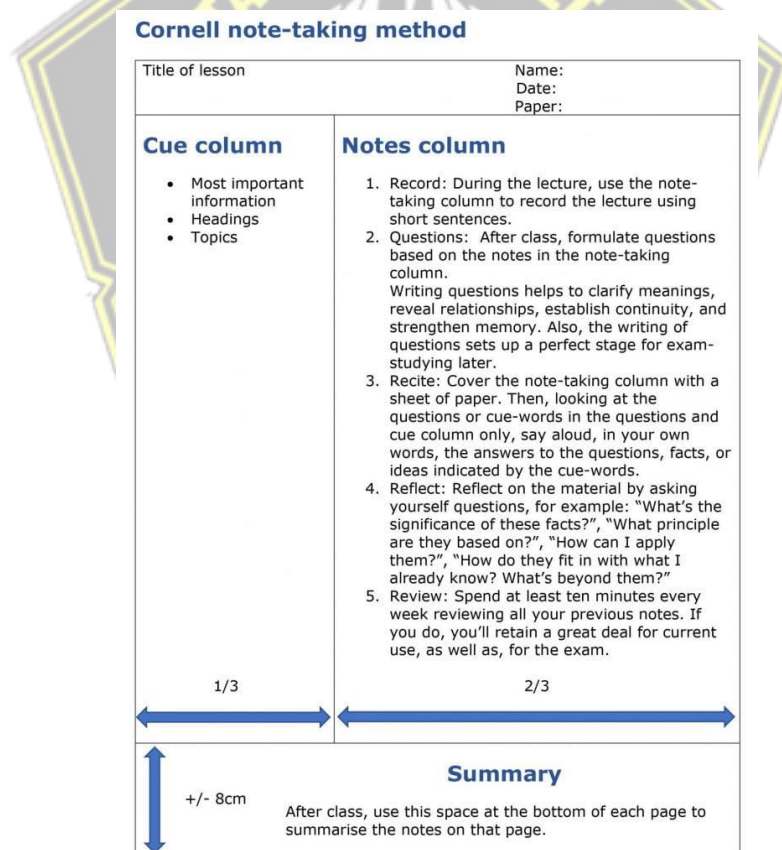
Dr. Walter Pauk, a professor at Cornell University, came up with the Cornell Note-Taking method more than forty-five years ago when he realized that students needed to learn how to take more efficient notes (Broe, 2013). Taking notes is an active learning mode that encourages careful thought about processed information and selecting what should and should not be learned.

The Cornell note-taking method is known as an effective note-taking method due to the high note structure. As Al-Gazho (2023) explains, the Cornell method was created to assist students in better organizing their lecture notes. This particular method is widely regarded as the most complete and well-organized strategy for note-taking. Thus, the students will be supported in taking and organizing their notes, allowing them to easily comprehend only the important information, thereby saving them time or effort.

Cornell Note-Taking can be inferred to be a practical approach for students engaged in reading activities. It assists students in taking clear notes since the Cornell Note-Taking format includes an outline and procedures to follow. In addition, by employing the Cornell Note-Taking method, students can better comprehend the content because they may examine it at any time and place.

2.4.2 Procedure of Applying Cornell Note-Taking Method

Before using Cornell Note-Taking, students must prepare Cornell-specific notebook paper. Use a sheet of loose-leaf notebook paper that is 8.5 inches by 11 inches in size. Create a line that runs the page length, starting 2.5 inches from the left-hand side of the form. Two inches from the bottom of the page, terminate this line. If your paper's left margin already has a line, disregard it. Next, draw a line 2 inches up from the page's bottom. Draw this line over the entire page. At the top of the first page, include the name of the course, the chapter number, and the date. List the chapter and the page numbers of your notes on the following pages.



(Saran et al., 2022)

Figure 2. 1

The Cornell Note-Taking Outline

The Cornell Note-Taking method is a systematic approach consisting of five steps that facilitates the process of capturing information from course materials or lectures. Consequently, the instructor proposed that the pupils finalise the sequence. The activities encompassed in this set include recording, reducing, reciting, reflecting, and reviewing. (Keeley, 1997).

a) Recording

In this stage, the reader is encouraged to annotate essential information that will aid in structuring the concepts. Following the teacher's instructions, students should use the six-inch Cornell note-taking format to record their ideas and information. In other words, the recording step includes note-taking on the right. The students must carefully examine each area, select the pertinent information, and then record it on the paper. The course notes must be a condensed version of the textbook.

b) Reducing

Following the completion of the assigned reading and subsequent recording, the students engaged in a process of reviewing their notes, whereupon they proceeded to summarize and synthesize the information contained within, documenting their findings in the left column. The individuals in question were responsible for formulating the ideas, terms, and language used. Furthermore, the students generated inquiries derived from the annotations they had previously recorded in the adjacent column.

c) Reciting

The reciting stage involves using information from the recall section to explain information for all to hear without using detailed notes. Students disguised the notes in the right column and recited the pertinent material using the hints in the left column. They responded to the questions, defined the terms, and recalled what they could about the relevant terms. If participants had trouble memorizing the knowledge or provided erroneous responses, they reread their notes, covered them, and recited the information again.

d) Reflecting

On the back of the Cornell Notes page, students engaged in reflective thinking by posing questions regarding the significance of the information, its practical applications, its connection to personal experiences, its alignment with existing knowledge, areas of agreement or disagreement, clarity of concepts, areas of confusion, and identification of new inquiries. The students proceeded to identify concepts they found clear, concepts that were confusing, and any new questions that arose.

e) Reviewing

The review stage comprises immediate and continuing review. After completing the reflection stage, you should evaluate your notes using the immediate review method. Before concluding a learning assignment, the material is reviewed through immediate review. This evaluation strengthens your understanding of the knowledge before you leave it aside and go on to something else. Continual review, on the other hand, is the process of practicing material for days or even weeks following the initial learning. Continuous review is a Memory

Principle that keeps knowledge accessible and active in your memory system. Long-term review saves you time; you will not need to cram or spend excessive time "relearning" knowledge when preparing for tests or exams.

In conclusion, the five-step technique used in the Cornell note-taking method provides an effective framework for students to take notes in a structured and organized manner. By dividing their notes into three distinct sections, students can capture key information, summarize key concepts, and reflect on their learning. This not only helps them retain information more effectively but also encourages active engagement and critical thinking, as they identify important ideas and connections between them. Furthermore, the Cornell note-taking method can be adapted to different learning styles and contexts, making it a versatile and widely applicable tool for enhancing academic performance and lifelong learning.

2.4.3 The Advantages of Cornel Note-Taking Method

Cornell note-taking has various benefits, including allowing users to master newly acquired knowledge by carefully studying, regularly repeating, and seriously considering it until it becomes ingrained in their minds. It offers several advantages, including its simplicity, versatility, and effectiveness in promoting active engagement and critical thinking. By providing a clear structure for note-taking and summarizing key concepts, it helps students to retain information more effectively and develop their analytical skills.

According to Sholikhah (2019), the Cornell Note-Taking method has benefits because it enables students to revisit the topic regularly and check on any

nuances they may have missed. It also enables students to truly understand the material because they review it by looking at their notes. The Cornell method of taking notes has the following benefits:

a) Keep alert

The act of taking notes can engage and stimulate the body, thereby preventing the onset of lethargy or inattentiveness.

b) Stimulate cognitive activity

Engaging in attentive reading and selecting pertinent information for note-taking promotes cognitive engagement with the text.

c) Emphasize and organize information

During the process of note-taking, it is essential to determine and emphasize the main concepts that are presented in the reading material. This involves identifying the underlying framework of the textbook passages. In addition, it will be possible to identify the corroborating aspects of the written material, thereby facilitating comprehension and retention of the subject matter subsequent to the lecture.

d) Generate a concise documentation for academic examination

Comprehensive and systematically arranged records of each lecture provide the necessary resources for academic preparation, comprehension, and revision post-lecture.

e) Efficient absorption of information leads to enhanced learning outcomes due to reduced time required for the process.

In summary, it can be argued that the Cornell note-taking method is the most effective method for students to understand easily about reading text. The implementation of Cornell notes may enhance students' acquisition of knowledge and subsequently improve their performance in assessments such as tests and quizzes. This method is deemed optimal for my classroom as it facilitates the accumulation of knowledge among students. Cornell notes could potentially be utilized by college students. Cornell notetaking offers several benefits to students, including enhanced mastery of information, increased efficiency, and stimulate cognitive activity.

2.4.4 Disadvantages of Cornel Note-Taking Method

The disadvantages are related to utilizing the cornel note-taking method to teach reading comprehension. According to Sholikhah (2019), there two disadvantages in cornel note taking method. The disadvantages are: 1) Students who have a limited vocabulary may encounter difficulty in comprehending the intended meaning of words within a given text. 2) Students who possess inadequate knowledge may encounter challenges in constructing grammatically correct English questions. In conclusion, while the Cornell note-taking method is a widely used and effective technique for promoting active learning and critical thinking, it may not be suitable for all students and learning contexts, and its rigid structure may not allow for flexibility or personalization in note-taking.

In addition, there will be the solution for the disadvantages related to the implementation of the cornel note-taking method for reading comprehension. Firstly, require the students' utilization of a dictionary to look up difficult words

encountered in the text. Secondly, the instructor provides illustrations to the students in order to formulate a basic inquiry. Thirdly, the teacher holds the ability to effectively manage time, thereby minimizing the duration of the learning process. Overall, the limitations of the Cornell note-taking method can be addressed by providing guidance and flexibility to students in adapting the technique to their individual learning styles and needs, and by supplementing it with other note-taking strategies that complement its strengths and overcome its limitations.

2.5 Teaching Analytical Exposition Text

The researcher will provide an explanation of the definition, language features, and an example of analytical exposition text in the process of teaching.

2.5.1 Definition of Analytical Exposition Text

In Indonesia, 11th grade students in senior high school are required to study various types of texts, including analytical exposition, narrative, and report texts. An analytical exposition text is a type of essay that presents arguments. This essay provides an analysis of a specific issue or situation. Analytical exposition is a type of argumentative text that falls within the genre of argumentation. It involves the author presenting comprehensive thoughts on a particular phenomenon related to the topic at hand (Siahaan & Shinoda, 2018). In conclusion, an analytical exposition is a text that critically develops a topic, but only considers one side of an argument. The argument and point of view must be backed by relevant facts and data, and the thesis statement must be restated in the conclusion. Analytical exposition includes the following text types: editorial letters, newspaper, articles, essays and etc.

2.5.2 Language Structures of Analytical Exposition Text

According to Kristiyanawati (2019), The language features of analytical exposition include:

1. Emphasize generic human and non-human participants.
2. The act of expressing one's opinion.
3. In this analysis, the simple present tense is employed.
4. By employing the relational process,
5. Internal conjunctions are employed to structure arguments.

Ex : Causal conjunction or normalization is a cognitive process involving the use of reasoning to understand the relationship between cause and effect.

2.5.3 Generic Structures of Analytical Exposition Text

According to Anderson (1997) , the followings are the generic structures of analytical exposition text:

- a) Thesis (statement or position)

In this section, the writer introduces the topic or central concept that will be discussed. In analytical exposition, the thesis statement is always stated in the opening paragraph. It presents subjects and indicates the writer's opinion or position. It expresses the writer's position on the subject presented.

- b) Arguments

In this section, the writer presents arguments or viewpoints in support of the thesis. Typically, an analytical explanation has multiple arguments. The greater the number of arguments offered, the greater the reader's

awareness that the topic under debate is crucial and requires careful consideration.

c) Reiteration

This is the last part of analytical exposition text. Reiteration comprises a repeat of the first paragraph's key idea. This section is also known as the finale of the entire text.

Table 2. 1
Example of Analytical Exposition Text

Title	Learning English is Important
Thesis	Language serves as a medium of communication. Various societal groups possess distinct languages. Several among them are considered to be the most widely spoken languages worldwide. English, Arabic, and Mandarin are widely recognized languages across the globe. English is considered the most widely spoken language worldwide. In order to achieve a global objective, it is necessary for an individual to attain proficiency in the English language.
Argument 1	It is widely acknowledged that English holds the status of being a global language. The English language is widely utilized for both written and oral communication by a vast number of individuals across the globe. The language in question can be acquired as either a primary or secondary language. Varieties of English such as British, American, Australian, and Singaporean English are perceptible to our aural senses. The aforementioned

	<p>designations of the English language are employed as the primary means of communication in their respective nations. Moreover, certain nations utilize English as their primary mode of communication despite having their own native language as their mother tongue.</p>
<p>Argument 2</p>	<p>In addition to its common usage in everyday communication, the English language serves as a crucial tool for accessing scientific and technical knowledge.</p> <p>It is not surprising that instructional manuals for various devices are often composed in the English language. The cooking instructions for a pack of instant noodles are typically provided in the English language, regardless of the product's country of origin. The dissemination of scientific knowledge is poised to have a significant impact on the economic, social, and political development of numerous countries.</p>
<p>Reiteration</p>	<p>Finally, the most important aspect of significance in acquiring proficiency in English is its crucial role in fulfilling job requirements, wherein the capacity to utilize English, both actively and passively, is highly sought after. Job candidates who possess a high level of proficiency in the English language are generally viewed more favorably than those who do not possess such skills.</p> <p>The aforementioned facts demonstrate the necessity for individuals to acquire proficiency in the English language in order to effectively navigate the current global landscape.</p>

(Risky, 2022)

2.6 Review of the Previous Studies

The other researchers have conducted the similar research. The first is Maulidia et al (2021) conducted entitled “ Using Cornell Note-Taking to Improve Listening Comprehension “ The objective of this study was to examine the effects of utilising the Cornell note-taking method on the listening abilities of students enrolled in the second semester of the English Study Programme at Syiah Kuala University in Banda Aceh. The study's sample comprised 23 students who were currently enrolled in the Listening Class of Unit 3. The selection of the sample was conducted using purposive sampling. The research design utilised in this study was experimental and quantitative in nature. It involved the implementation of a pre- and post-testing system for a single group. The data was collected using pre- and post-tests. The data underwent analysis utilising statistical formulas. The study's findings reveal that the average score of students' pre-test was 54.78, but their post-test average score was 64.93. The calculated t-score was 3.27, while the corresponding number from the t-table was 2.073873. In summary, the computed t-score surpassed the crucial value obtained from the t-table. The alternative hypothesis (H_a) was seen to be supported, leading to the rejection of the null hypothesis (H_0). The utilization of Cornell note taking methodology has been found to enhance students auditory processing skills.

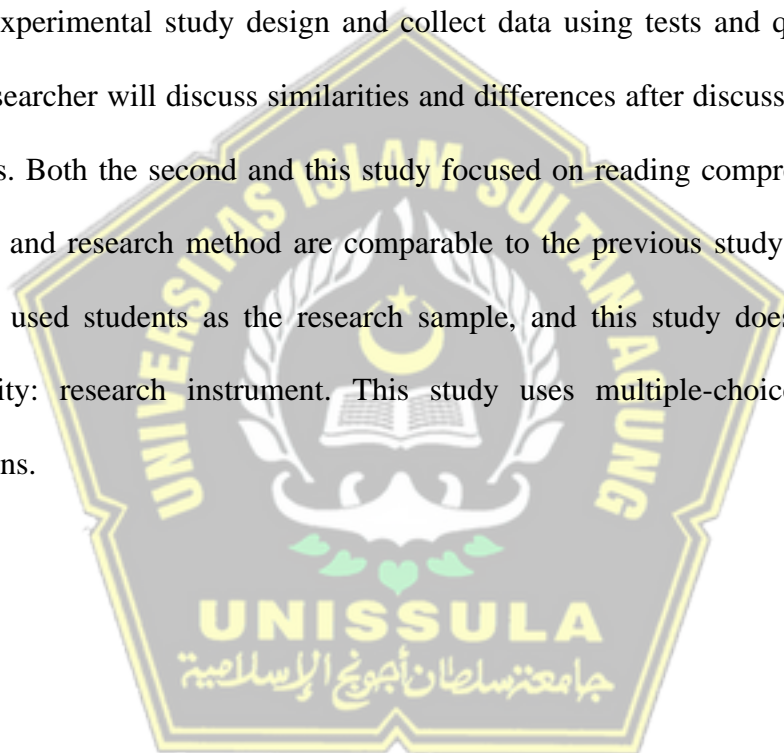
The second previous research is from Bakri et al (2022) conducted entitled “ Empowering Students’ Reading Comprehension Through Cornell Note-Taking Method” This study aimed to evaluate the impact of implementing the Cornell note-taking technique on the reading comprehension of first-grade students at

MA-Al Hidayah. This study utilized a pre-experimental design, where participants in a single group underwent a pre-test, treatment, and post-test. The sample consisted of 30 students, and purposive sampling was used as the sampling technique. The instrument utilized in this study was a multiple-choice test. The study findings indicate that the average initial score of students was 54.38, which significantly rose to 79.06 following the intervention. The data suggests that students' reading comprehension was enhanced, implying that the utilization of the Cornell Note-Taking method played a role in facilitating this improvement.

The last related to study is conducted by Syafii (2019) entitled "Students' response of Using Cornell Note Taking System (CNTS) in Listening class". This study aims to examine students' response to Computer-based Natural Language Processing (CNTS) in the context of Literal Listening. This study utilizes a descriptive qualitative methodology. The study comprised 18 students who were enrolled in a Literal Listening Class. Data was collected using a combination of questionnaires and interviews. The study's findings indicate that note taking continues to be perceived as a challenging skill, likely due to a lack of familiarity among most lecturers.

The previous and the last research had been well explained by the researcher to ensure that this research is disparate from the studies above. First and last studies focused on listening comprehension, while this study investigated students' reading comprehension. The previous study was done in a university, but this one will be done in senior high school. The second review studies differ in design. This pre-experimental design has one group pre-test and post-test of 30

students in the class, while the researcher will utilize a quasi-experimental design with two non-random groups. Having two classes, one for experiment and one for control. The third review studies differ in study design. Qualitative descriptive research. Second, students' responses to Cornell note-taking in Literal Listening are examined. The descriptive qualitative study included 18 students. Interviews and questionnaires collect data. The researcher was employed quantitative with quasi-experimental study design and collect data using tests and questionnaires. The researcher will discuss similarities and differences after discussing past study reviews. Both the second and this study focused on reading comprehension. The sample and research method are comparable to the previous study. All previous studies used students as the research sample, and this study does too. Second similarity: research instrument. This study uses multiple-choice and essays questions.



CHAPTER III

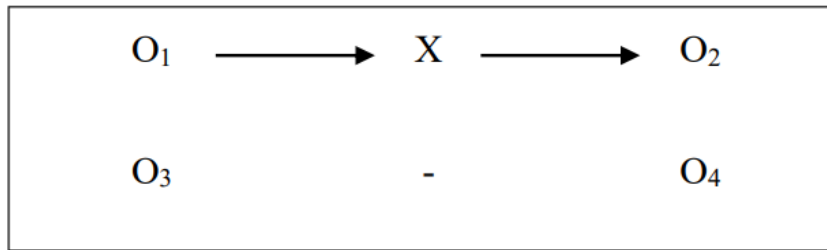
RESEARCH METHOD

This chapter presents the research method. It is a system used for collecting the data to be analyzed to find out information of the related topic. It consists of design of the study, subject of the study, variables of the study, instrument of the study, validity and reliability of the instrument, data collection procedure, and data analysis.

3.1 Design of Study

In this study, the researcher conducted quasi-experimental research to determine the effectiveness of cornel note-taking method in improving students' reading comprehension. The quasi experimental research design is an experimental design which simulates a real-world circumstance (Rogers & Revesz, 2019). The researcher adopted a design known as a non-equivalent control group, which as the experimental group and the control group are not selected at random (Sari et al., 2022).

During the quasi-experimental research, the researcher allocated experimental and control procedures to two separate classes. The classes were taught using various instructional approaches. The experimental group received instruction using the Cornell Note-Taking method, while the control group did not receive instruction using this method. According to Creswell (2012) the type of this research is designed as follow:



(Ismayani, 2019)

- O_1 : Pre-test before treatment for the experimental class
- O_2 : Post-test after treatment for the experimental class
- O_3 : Pre-test in the control class
- O_4 : Post-test in the control class
- X : Treatment (Cornell note-taking method) for experimental class
- : Without treatment

3.2 Subject of the Study

According to Sugiyono (2008) research subject is an attribute or nature or value of a person, object or activity that has certain variables that are set to be studied and concluded. The subject of this study were the students of SMAQT Yanbu'ul Qur'an 1 Pati. To serve some specific information in relation to the participants of this study, the researcher explains the subject of the study through the following aspects: population and sample.

According to Hermawan (2019), the population is defined as the whole of the research target object. The population of this research is 11th graders of at SMAQT Yanbu'ul Qur'an 1 Pati. The total of population is 323 students coming from of 3 classes. There were only 3 classes of natural science that consists of 76 students.

The sample was group of the population being researched (Ramdhan, 2021). The samples of this study were be two classes of 11th graders of SMAQT Yanbu'ul Qur'an 1 Pati which were chosen by purposive sampling. According to

Rai & Thapa (2015) purposive sampling is a sampling technique with specific considerations.

Therefore, the researcher distributed pre-test for whole of the 11th graders SMAQT Yanbu'ul Qur'an 1 Pati to determine the two classes which had similar score. In addition, the researcher will be conducted a pilot study to assessing validity and reliability. It meant that the test were administered to the non-sample class at the same academic level and in the same educational program.

3.3 Variable of the Study

According to Mukhtazar (2020) A variable is an item of study or an entity that is the subject of scientific inquiry. This study encompasses two factors. There exist two variables in this study, namely the independent variable denoted as (x) and the dependent variable denoted as (y)

1. The independent variable is the variable that impacts or causes the dependent variable to change (Mukhtazar, 2020). The treatment variable must be an independent variable. This independent variable was the use of Cornell note-taking method.
2. The dependent variable is variable that is affected or that becomes the result because of the existence of the independent variable (Mukhtazar, 2020). The dependent variable of this study was the student's reading comprehension of analytical exposition text.

3.4 Instrument of the Study

To collect the data, the researcher conducts two instruments. They were a test to find out the effectiveness of using cornel note-taking method on students'

reading comprehension of analytical exposition text and questionnaire to describe the students' responses to the cornel note-taking method for teaching of analytical exposition text.

3.4.1 Test

the researcher conducted a try out before assessing the validity and reliability. It means that the test will be administered to different class of non-test students at the same educational level and in the same educational program to determine the test's validity and reliability. The examination consisted of 10 essays questions and 30 multiple-choices. In scoring, a correct answer for multiple choice test was scored 2 while for an essay question was scored 4. The students who have all correct answer were scored 100.

After conducting try-out test, the students administered a pre-test and a post-test. It meant that the test was administered twice, before and after the treatment. The pre-test was administered before to the treatment, and the post-test was administered after the treatment. The examination consists of 5 essay questions and 20 multiple-choice answers; A, B, C, D, and E. Moreover, in scoring each question, the researcher needed to allocate points for both types of questions. In scoring, a correct answer for multiple choice test was scored 3 and for essays was scored 8. The students who have all correct answer were scored 100.

The researcher modified the question based on the syllabus indicators, such as mention the characteristics of analytical exposition text, explain the structure of analytical exposition text, differentiate elements of language in

analytical exposition text, and sort random paragraphs from the provided analytical exposition text into the correct order based on the text's structure, summarize the contents of a analytical exposition text that has been read, identify the key concepts (principal ideas), topics, moral messages, and the title of the analytical exposition text, and identify specific details regarding the analytical exposition's contents.

3.4.2 Questionnaire

The researcher administered questionnaire after post-test to the sample of the experimental class to describe how far students used cornel note-taking method as reading comprehension strategy of analytical exposition text. The writer distributed questionnaire which consisted of 10 items. The objective was to collect data from students afterwards to their instruction facilitated by using cornel note-taking method. The tool were utilized to prove the primary data obtained from both the pedagogical activities and assessments.

The questionnaire in this study was an adapted from type questionnaire which is provided the students with five responses option Strongly Agree, Agree, Disagree, and Strongly Disagree. The degree of scale is described as follow:

Table 3. 1
The Questionnaire Scoring

No	Scale	Statement Score
1	Strongly Agree	4
2	Agree	3
3	Disagree	2
4	Strongly Disagree	1

The questionnaire was translated into the Indonesian language, specifically Bahasa Indonesia. This aims to prevent potential variations in the interpretation of a statement. Using Bahasa Indonesia in the statement will facilitate students' comprehension and response to the questions in table 3.2

Table 3. 2
Questionnaire Transcribed

No	Pertanyaan	Skor			
		1	2	3	4
1	Model CNT lebih bermanfaat untuk pembelajaran materi Analytical Exposition Text				
2	Belajar Analytical Exposition Text dengan menggunakan metode CNT membuat saya lebih terampil				
3	Saya kurang mengerti materi, saat belajar Bahasa Inggris menggunakan metode CNT				
4	Belajar Analytical exposition text menggunakan model CNT membuat saya lebih memahami materi				
5	Belajar Analytical exposition text menggunakan metode CNT saya merasa lebih termotivasi				
6	Belajar Analytical exposition text dengan metode CNT dapat mengeksplorasi diri saya sendiri				
7	Belajar Analytical exposition text dengan menggunakan metode CNT melatih saya untuk bisa mengemukakan pendapat				
8	Belajar Analytical exposition text menggunakan metode CNT membuat saya lebih aktif dalam belajar				
9	Belajar Analytical Exposition Text menggunakan metode CNT membuat materi mudah diingat				
10	Metode CNT membuat pelajaran Analytical Exposition Text lebih menarik untuk dipelajari				

3.5 Validity and Reliability of the Test

The test can be considered as a good test when the test is valid and reliable. SPSS v.25 program was utilized in this research to know whether the test is valid and reliable or not.

3.5.1 Validity of the Test

Validity is a critical factor to consider when developing or choosing an instrument for use. Validity pertains to the appropriateness, meaningfulness, correctness, and utility of inferences made by a researcher using data collected through an instrument (Sürücü & Maslakçı, 2020). The validity of the instrument fulfilled from three aspects or parts. The three aspects are construct validity, content, and criteria (Mathieu et al., 2020). In this study, the researcher used construct and content validity.

3.5.1.1 Construct Validity

According to Hakasson (2020) construct validity refers to how well a set of indicators represents or reflects an inherently unmeasurable concept. Construct validation is the gathering of evidence to support the interpretation of what a measure. Construct validity refers to the appropriateness of inferences drawn from observations or measurements (often test scores), specifically whether a test can be assumed to reasonably represent the intended construct (de Barros Ahrens et al., 2020). It is crucial to the test's perceived overall validity. In the social sciences, psychology, psychometrics, and language studies, construct validity is of particular importance (McGrath, 2023).

English teacher of SMAQT Yanbu'ul Qur'an 1 Pati, Mr Arif Fathoni, S.Pd was asked as the validator. According to Colcuitt (2019) there were certain criteria for expert judgments or validator, including: (1) they had an educational background in English, (2) they were English teacher, (3) they scored TOEFL ITP at least 525, and (4) they have more than five years of teaching experience. The

factors considered in the assessment include printing clarity, type size, work space adequacy (if applicable), language appropriateness, clarity of directions, and other relevant aspects. These factors are evaluated in an instrument that aims to ensure the quality of a test or trial to be administered to students at a later time, regardless of the adequacy of the question.

It was used to determine whether the test items of each question are valid or not. In the process of conducting this research, the instrument was first tested try out on 11th graders of SMAQT Yanbu'ul Qur'an 1 Pati. The test result were examined with the SPSS v.25 (Statistical Program for the Social Sciences) program. To determine whether each question's instruments are valid, the significance score (r_{output}) must be compared to the r_{table} product moment score. According to McGrath (2023) if the result of the test shows that r_{output} is higher than r_{table} (0,339), it means the item is valid.

In this case, the researcher gave 40 multiple choice question to the students. The result of the item question was determined by using SPSS v.25 to know which questions are valid. The researcher provided 40 test items, but only 25 of them were deemed suitable for use as the instrument based on their significance score, which exceeded 0.339. Fifteen question items were deemed invalid due to their significance score being below 0.339.

3.5.1.2 Content Validity

According to Sugiyono (2015) The authenticity of content can be assessed by comparing it to the material that has been taught. Content validity is essential as it ensures accurate measurement of the intended construct. To assess the

content validity of a test, the researcher conducted a comparison between the curriculum of the school and the specifications of the exam. The analysis results for constructing content validity were presented in a test specification table. This table included the test objectives, materials, test indicators, total number of tests, types of tests, and answer key.

3.5.2 Reliability of the Test

Reliability is an additional criterion for determining whether or not a test is suitable for administration to students (Ghony, 2016). Reliability in this study relates to the score's consistency in giving the same treatment. It means that from the first students until the last students will get the same measurement. After measuring the test, the researcher calculated it through Cronbach Alpha Coefficient test to know the reliability of test instruments. The result of alpha or the coefficient Cronbach's alpha reliability was interpreted using the standard level that is presented in table 3.2

Table 3. 3
The Level of Standard Reliability

Cronbach's Alpha Score	Level of Reliability
0.0 – 0.20	Very Low
>0.21 – 0.40	Low
>0.41 – 0.60	Fair
>0.61 – 0.80	High
>0.81 – 1.00	Very High

(Sari et al., 2022)

3.6 Data Collection Procedure

To determine whether the Cornell Note-Taking technique was effective, the researcher used a test to compile the information. This ensured that the researcher was valid information and information that is objective. The researcher collected the data in the manner as:

1. Asking permission to the headmaster of the SMAQT Yanbu'ul Qur'an 1 Pati to conduct the study.
2. Selecting the population of this study, that was the 11th graders of SMAQT Yanbu'ul Qur'an 1 Pati.
3. Deciding the sample in random manner. There were two classes of the 11th graders of SMAQT Yanbu'ul Qur'an 1 Pati.
4. Try out was conducted to determine the validity and reliability of the test. Assessing the suitability of a test as an instrument is crucial in determining its quality. Try out was carried out in a classroom that is not included in the research sample. As the test comprised of completion items, the scoring system given 1 point for each correct response and 0 points for each incorrect response.
5. Organizing the experiment. The study lasted for three weeks, during which time the researcher attended four sessions of both the experimental and control classes. Only the experimental group received instruction in the Cornell note-taking approach, while the control group received no therapy to improve their reading comprehension. Two sessions were needed for the treatment, and the remaining sessions were used for pre-

and post-testing. Each class took 45 minutes of the researcher's time. Reading an analytical exposition text was the focus of this study. The Cornell note-taking approach used in the experimental class included six steps: recording, reducing, reciting, reflecting, summarizing, and reviewing. Also, before performed the steps, the experimental class made the Cornell note-taking outline.

Table 3.4
The Content of Intervention

No	Session	Procedure Activity
1	First treatment (week 1), or second treatment (week 2) Third treatment (week 3) <i>(Treatment Session)</i>	<ol style="list-style-type: none"> 1. Explain the objective of the course 2. Explain the aims of using Cornell note-taking method 3. Give instructions on how to apply Cornell note-taking strategy which consists of six steps: recording, reducing, reciting, reflecting, recapitulating, and reviewing. 4. Provide the topic related to writing explanation text which each session has the different theme, such as: is smoking good for us? , cars should be banned and smoking in restaurant area. 5. Provide the recording step for students to write the important information of the text. 6. Provide the reducing step for students to think the related questions of the important information. 7. Provide the reciting step for students to answer the questions then explain it without looking the detailed notes.

		<p>8. Provide the reflecting step for students to remember the information on their own way.</p> <p>9. Provide the recapitulating step for students to summarize the text on their own words.</p> <p>10. Provide the reviewing step for students to memorize the text and create a stronger impression of the information before they set it aside and move on to something new</p> <p>11. Give feedback, evaluation, and conclusion</p>
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6. Collecting the post-test and then score it. Scoring pre-test and post-test of both classes. The score both classes are group on its criteria, the criteria is presented in the table 3.4

Table 3. 5
The Score for Test

Criteria	Score
Excellent	90-100
Good	80-89
Adequate	70-79
unsatisfactory	60-69
unacceptable	Below 60

(Green, 2020)

7. Analyzing data

3.7 Data Analysis

During the process of analysis, the researcher determined the information by applying the application known as IBM SPSS v25. Data analysis was conducted using the t-test procedure. In addition, the t-test was employed to assess

the disparity in pre-test and post-test scores among the experimental and control groups. Prior to conducting the t-test, the researcher performed assessments for normality and homogeneity. The testing process was described as follows:

3.7.1 Normality Test

The normality test was employed to determine if the sample data accurately represent a population that follows a normal distribution. The results were obtained from the pre- and post-tests administered to students in both the experimental and control classes. The researcher utilized SPSS version 25 to conduct an analysis of the test, employing the Shapiro-Wilk test with a significance level (α) of 0.05. Therefore, if the outcome of the normality test is greater than 0.05 (≥ 0.05), it can be concluded that the data follows a normal distribution. However, in the event that the test outcome was less than 0.05 (< 0.05), it can be concluded that the result was abnormal.

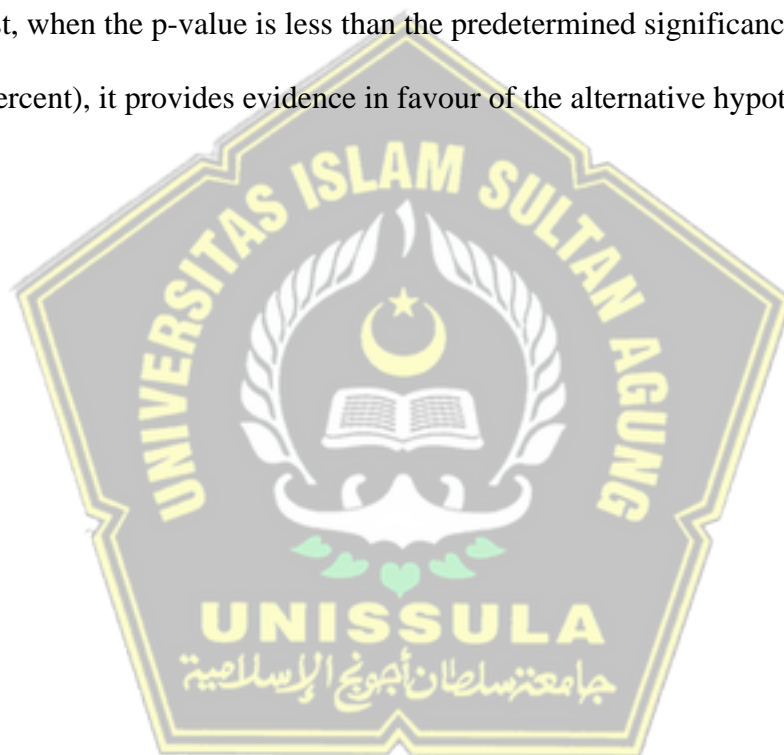
3.7.2 Homogeneity Test

Following the results of the normality test, which confirmed that the data exhibited a normal distribution, the researcher proceeded to perform a homogeneity test. The objective of the homogeneity test was to assess the degree of resemblance between the two groups. The homogeneity test, like the normality test, is assessed using the SPSS application.

3.7.3 The t-test

Following the completion of two trials, specifically the Normality and Homogeneity tests, the researcher proceeded to analyze the collected data utilizing

a t-test. The t-test was developed to examine the disparities between the two experimental cohorts. The researcher employed a t-test to evaluate whether the hypothesis was accepted or rejected. The data analysis involved doing a two-tailed significance test using the Independent-Samples Test function in SPSS. If the calculated p-value or significance level (two-tailed) exceeds the predetermined threshold of $\alpha = 0.05$ (5 percent), the null hypothesis is deemed to be accepted. In contrast, when the p-value is less than the predetermined significance level of 0.05 (five percent), it provides evidence in favour of the alternative hypothesis.



CHAPTER IV

ANALYSIS OF FINDINGS AND DISCUSSIONS

This chapter presents the description of the school, the description of the subjects, research findings, and discussions

4.1 The School Profile

This research was conducted at SMA Qur'an Tahfidz Yanbu'ul Qur'an (SMAQT) 1 Pati in the academic year of 2022/2023. SMAQT Yanbu'ul Qur'an 1 Pati was established in 2017 and the school is located in Gatelan, Sukoharjo, Wedarijaksa, Pati, Central Java. This school is established as an Islamic boarding school. Furthermore, the school has already got A accreditation, so the school surely has a good reputation. It can be proven by a lot of achievements which students have reached in academic and non-academic programs.

In academic year 2022/2023, the school used school-based curriculum for all the 11th and the 12th graders for their teaching learning activity (K13) in academic year 2022/2023, while Merdeka Curriculum way applied to the 10th graders. There were thirty-two teachers in the school and there were 2 English teachers. SMAQT Yanbu'ul Qur'an 1 Pati has 11 classes which consist of 4 classes of the 10th graders, 3 classes of the 11th graders, and 4 classes of the 12th graders. The total numbers of students in academic year 2022/2023 was 293 students.

In teaching learning process, the students in the school are supported by some facilities such as a library, a language laboratory, liquid crystal displays

(LCD), speakers, white boards, air conditioners (AC)s and comfortable classes which make teaching and learning process run well

4.2 Respondents

The population of this study was all of the 11th graders of SMAQT Yanbu'ul Qur'an 1 Pati. There were two classes which were taken as the subjects of the research. They were XI IPA 2 and XI IPA 3. Those grades exhibited comparable score. They were male. In the experiment, the XI IPA 2 served as the experimental group, while the XI IPA 3 served as the control group. Each class consisted of 25 students. The class assignment to the experimental dan control was done purposively.

4.3 Research Instrument

This subchapter presents the validity and the reliability of the instrument

4.3.1 Validity

This study used content and construct validity. To assess the content validity, the English teacher of the school was asked to help validate the content of the test. A test is valid when the items in the test represent the material in the syllabus. In this case the syllabus for the 11th graders is enclosed in appendix. Based on the syllabus, students are expected to understand what analytical exposition text, structure of the sentence and language features. Analytical exposition text is one of the genres which should be mastered by the 11th graders.

The present investigation involved the administration of a pilot study with the respondents after the students in either XI IPA 2 or the XI IPA 3. The

objective behind administering a test was to assess the validity and reliability of the instrument. On the 23rd of May 2023, a tryout examination was administered. The test consisted of 30 multiple-choice questions and 10 essay questions. The allotted time for completion was 60 minutes. The test was scored

The construct validity of the test was assessed using the Pearson Product Moment formula in SPSS version 25. In order to assess the validity of the test, it was necessary to compare the score of the corrected item total correlation (r value) with the critical value of r (r table). If the r value is higher than the r table, the test can be considered valid. The critical value for the r table at a significance level of 5% ($p=0.05$) can be determined by referencing the number of respondents, denoted as N. As an illustration, the validity of try out score number 1 was determined to be 0.566. The validity of the study can be demonstrated through the presentation of data in the r table, which includes the number of respondents (N=25) and the significance level set at 5%. It is 0.396. The result of the instrument validity is presented in table 4.1 below:

Table 4. 1
The Result of Instrument Validity

Level	The number of Item	Items
Valid	1,2,3,7,8,9,10,12,13,15,17,18,19,21,24,25,26,27,28,29,32, 34,35,37,39	25
Invalid	4,5,6,11,14,16,20,22,23,30,31,33,36,38,40	15
Total		40

Based on the correlation result, 15 items found to be invalid, they were any items 4,5,6,11,14,16,20,22,23,30,33,36,38,40. The rest of 25 items were valid and used to collect the data.

4.3.2 Reliability

In the present study, the researcher employed internal consistency reliability as a methodological approach. Internal consistency reliability is a frequently employed measure of reliability that pertains to a single test administered at a specific point in time (Tobias & Trindade, 2011). The researcher employed Cronbach's alpha reliability formula in the SPSS 25 version to assess the test's reliability. As stated by Kimberlin and Winterstein (2008), the Cronbach alpha coefficient offers a measure of inter-item correlations, representing the correlation between each item and the total score obtained from all other items. Additionally, it is indicated that this metric represents the degree of internal consistency within the items, serving as the mean correlation across all relevant items. This measure is specifically employed for scales consisting of multiple items (Kimberlin & Winterstein, 2008).

The assessment of the instrument's reliability was performed through the comparison of the Cronbach alpha coefficient. According to Tobias and Trindade (2011), a test can be considered reliable if its Cronbach alpha coefficient exceeds the critical value of 0.6. The results are presented in Table 4.2:

Table 4. 2
Case Processing

		N	%
Cases	Valid	25	100.0
	Excluded ^a	0	.0
	Total	25	100.0
a. Listwise deletion-based variables			

Table 4. 3
Reliability Statistics

Cronbach's Alpha	N of Items
.873	25

As indicated in Table 4.3, the Cronbach alpha coefficient exhibits a value of 0.873, which surpasses the critical threshold of 0.6. Based on the available evidence, it is possible to draw the conclusion that the instrument exhibited a high degree of reliability.

4.4 The Experiment

This subchapter presents the pre-test, treatment and post-test score.

4.4.1 Pre-test

In this study, a pre-test was administered to both the experimental and control group. The study was carried out on May 25th, 2023. The objective of this study was to assess the reading comprehension skills of students in relation to analytical exposition texts prior to the implementation of any instructional intervention. In order to assess the students' reading comprehension in the context of analytical exposition literature, they were administered a test comprising of 20 multiple-choice questions and 5 essay questions. The duration designated for

completing the pre-test was 60 minutes.. In scoring, a correct answer for the multiple-choice test was scored 2. For essay test, it was scored 4. These students who have all correct answer were scored 100.

The result of descriptive statistics of students' pre-test was presented in table 4.4:

Table 4. 4
Descriptive Statistic of Students' Pre-Test Score

Pre-test Score	N	Min	Max	Mean	Std Deviation
Control Class	25	52	75	63.00	7.118
Experimental Class	25	52	75	62.36	7.638

In descriptive statistics, students' pre-test scores in the control class showed that there were 25 examples, that the lowest score was 52 and the highest was 75, that the mean score was 63.00, and that the standard deviation was 7.118. There were a total of 25 samples, and the lowest score was 52 and the highest score was 75. The mean score was 62.36, and the standard deviation score was 7.638.

After getting data of control class and experimental class, normality of data was important to be analyzed. The data can be said normal when the sig 2-tailed of the control and experimental classes were above 0,05. Normality test was conducted using Shapiro-Wilk test from SPSS program. Table 4.5 presents the result:

Table 4. 5
The Normality Analysis of Control and Experimental Class in Pre-test

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Pre-test Experiment	.177	25	.043	.927	25	.075
	Pre-test Control	.131	25	.200	.922	25	.055

a. Lilliefors Significance Correction

Table 4.5 shows that in Shapiro-Wilk column, the significance of the experimental class in the pre-test was 0.075, while the control class was 0.055. Therefore, the data have a normal distribution (sig > 0.05).

The next step of the calculation was finding homogeneity of the data by using SPSS v25 for windows. The table 4.6 presents an analysis of the significance data for both the experimental and control classes. The sig was between 0.573 to 0.579 (higher than 0.05). It can be concluded the data from both classes were homogeneous.

Table 4. 6
The Result of Homogeneity

		Levene Statistic	df1	df2	Sig.
Pre-test	Based on Mean	.323	1	48	.573
Score	Based on Median	.312	1	48	.579

After the researcher got the result of the tests of normality and homogeneity, the researcher went on to examine the pre-test results from the experimental class and control class by using t-test.

Table 4.7
The Result of Independent Sample t-test of Pre-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-test	Equal variances assumed	.323	.573	-.306	48	.761	-.640	2.090	-4.843	3.563
	Equal variances not assumed			-.306	47.750	.761	-.640	2.090	-4.844	3.564

Table 4.7 shows that the p-value or sig (2 tailed) was 0.761. It meant that p-value was higher than sig $\alpha = 0.05$ (5%), therefore, the null hypothesis (H_0) was accepted and (H_a) was rejected. In conclusion, there was no significant difference between the experimental group and the control group. Experimental and control class had the same knowledge and skills regarding analytical exposition text.

4.4.2 Treatments

The treatment was conducted over the course of three sessions in an experimental classroom setting. There was a total of three treatment sessions conducted. During the implementation of the experimental study, the researcher employed the cornel note-taking method as an instructional method in instructing the experimental class.

Table 4. 8
Treatment Schedules

No	Activities	Day	Topic
1	Treatment 1 (Week 2)	Day 1 May 26 th ,2023	Is smoking good for us?
2	Treatment 2 (Week 3)	Day 2 June 2 nd ,2023	Cars should be banned
3	Treatment 3 (Week 3)	Day 3 June 5 th ,2023	Smoking in restaurant

According to Table 4.8, the treatment was administered to the experimental class, XI IPA 2, on May 26th and June 2nd – 5th, 2023. The treatment involved instructing the class in the utilization of the Cornell note-taking method as a means of enhancing students' reading comprehension of analytical exposition text. In this section, the experimental group underwent a total of five sessions, which encompassed both a pre-test and a post-test. Each session lasted for a duration of 90 minutes.

The researcher aimed to improve student reading comprehension in analytical exposition texts. He designed a three-day teaching treatment using the Cornell note-taking method, focusing on the topics of "Cars should be banned in the city," "Is smoking good for us?," and "Smoking in the restaurant."

On the 1st treatment, the focus was on introducing the topic of "Cars should be banned in the city." He began by providing an overview of the

analytical exposition genre and its purpose in presenting persuasive arguments. During this session, students were encouraged to actively engage with the text by reading relevant articles and excerpts related to the topic. As they read, they utilized the Cornell note-taking method to record key arguments, supporting evidence, and any counterarguments they encountered. By taking structured notes, students were able to comprehend the material more effectively, organizing their thoughts and extracting essential information from the text.

On the 2nd treatment, the researcher shifted our attention to the topic of "Is smoking good for us?" During this session, students read various articles presenting diverse perspectives on the subject. He guided them to critically analyze the arguments, identifying claims and evidence presented by different authors. Again, the Cornell note-taking method was employed to document relevant information, allowing students to make connections between different sources and develop a comprehensive understanding of the topic. The structured note-taking approach enhanced their reading comprehension and facilitated their ability to distinguish between varying viewpoints.

On the 3rd treatment, the focus was on "Smoking in the restaurant." Students were provided with articles and case studies related to the impact of smoking on restaurant patrons and staff. As they read, they utilized the Cornell method to take notes, summarizing key findings and noting any ethical considerations raised by the researcher. The structured format of the Cornell notes helped students to identify and retain essential information, leading to improved

reading comprehension and a deeper grasp of the complexities of the subject matter.

Cornell note-taking improved student reading comprehension throughout the three-day therapy. The systematic method promoted active reading, critical thinking, and information organization. The Cornell approach helped students comprehend analytical exposition texts on "Cars should be banned in the city," "Is smoking good for us?" and "Smoking in the restaurant" by extracting important concepts and synthesizing diverse perspectives. Structured note-taking helped them understand difficult concepts and write well-supported analytical expositions in school.

4.4.3 Post-test

The study's post-tests for both the experimental and control groups were given on June 13, 2023. This evaluation was conducted to ascertain the treatment's efficacy. The 25 questions on this post-test assessed the students' ability to understand analytical exposition. There were 20 multiple-choice questions and 5 essay questions offered to the pupils. The post-test was allotted 60 minutes of time. Each right answer on the multiple-choice exam was worth 3 points. It received an 8 on the test's essay section. Students who answered every question correctly received a perfect score of 100. Students' post-test results in the control group were described using descriptive statistics in table 4.9

Table 4. 9
Descriptive Statistic of Students' Post-test Score in Control Class and Experimental Class

Post-test Score	N	Min	Max	Mean	Std Deviation
Control class	25	66	81	73.88	4.206
Experimental class	25	81	95	86.84	3.448

The descriptive statistics of post-test scores for students in the control class are as follows: the sample size was 25, the minimum score observed was 66, the maximum score observed was 81, the mean score was 73.88, and the standard deviation of scores was 4.206. In the experimental group, a total of 25 cases were observed, with the minimum score recorded at 81 and the maximum score at 95. The mean score observed was 86.84, with a corresponding standard deviation of 3.448.

After getting data from the control class and the experimental class, it was important to look at how average the data were. When the sig (2-tailed) for both the control class and the experimental class is higher than 0.05, the results are said to be normal. The Shapiro-Wilk test, which is part of the SPSS tool, was used to measure the data. Table 4.10 present the result:

Table 4. 10
The Normality Test of Control and Experimental Class in Post-test

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Post_Eksperiment	.103	25	.200*	.953	25	.297
	Post_Control	.103	25	.200*	.968	25	.589

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 4.10 demonstrates that, according to the Shapiro-Wilk distribution, the post-test significance of the experimental group is 0.297, whereas that of the control group is 0.589. This indicates that the data follows a normal distribution. Both the sig (2-tailed) of the experimental group and the sig of the control group were greater than 0.05. It meant that the data of both classes were normally distributed.

Table 4. 11
The Result of Homogeneity

		Levene Statistic	df1	df2	Sig.
Post-test result	Based on Mean	1.514	1	48	.225
	Based on Median	1.248	1	48	.269

Table 4.11 above, an analysis was conducted to assess the significance of the data obtained from both the experimental and controlled classes. The mean yielded a result of 0.225. The value of 0.225 exceeded the threshold of 0.05. The data from both classes exhibited homogeneity.

Table 4. 12
The Result of Independent Sample t-test of Post-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test	Equal variances assumed	1.514	.225	11.914	48	.000	12.960	1.088	10.773	15.147
	Equal variances not assumed			11.914	46.221	.000	12.960	1.088	10.771	15.149

After conducting tests for normality and homogeneity, the researcher proceeded to analyze the post-test results of the experimental and control groups using a t-test.

According to the findings in Table 4.12, the p-value or significance level (two-tailed) was determined to be 0.000. This indicates that the p-value is less than the significance level $\alpha = 0.05$ (5%). The data presented supports the rejection of the null hypothesis (H₀) and the acceptance of the alternative hypothesis (H_a). In addition, it can be inferred that a statistically significant distinction existed between the experimental and control groups. In summary, the application of the Cornell Note-Taking method provided significant enhancements in students' understanding of analytical exposition text.

Table 4. 13
Group Statistic of Post-test

	Class	N	Mean	Standard deviation	Standard Error mean
Result	Post_Eksperiment	25	86.84	3.448	.690
	Post_Control	25	73.88	4.206	.841

Table 4.13 analysis above shows that the experimental class had mean score 86.84 and the control class had 73.88. The result of std deviation between both of class was 3.448 and 4.206 and std error mean was 0.690 and 0.841.

4.5 Students' Responses of the Method

The researcher administered a questionnaire. The questionnaire investigates the perspectives of students regarding the method of Cornell note-taking. The questionnaire was administered by the researcher on June 14, 2023, with a total of 25 student participants. The researcher enumerated a series of ten

statements. The students were required to express their level of agreement or disagreement by selecting one of the following options: strongly disagree, disagree, agree, or strongly agree

Table 4. 14
The Analysis of Questionnaire

No	Statements	Percentage			
		SD	D	A	SA
1	The CNT model is more useful for learning Analytical Exposition Text material	0%	0%	40%	60%
2	Learning Analytical Exposition Text using the CNT method made me more skilled	0%	0%	44%	56%
3	I don't understand the material, when learning English using the CNT method	0%	0%	40%	60%
4	Learning Analytical exposition text using the CNT model made me better understand the material	0%	0%	60%	40%
5	Learning Analytical exposition text using CNT method I feel more motivated	0%	0%	48%	52%
6	Learning Analytical exposition text with CNT method can explore myself	0%	0%	48%	52%
7	Learning Analytical exposition text using the CNT method trained me to be able to express opinions	0%	0%	48%	52%
8	Learning Analytical exposition text using the CNT method made me more active in learning	0%	0%	56%	44%
9	Learning Analytical Exposition Text using the CNT method makes the material easy to remember	0%	0%	56%	44%
10	The CNT method makes Analytical Exposition Text lessons more interesting to learn	0%	0%	40%	60%

The table 4.14 presents the responses of students' perceptions towards learning analytical exposition text using the CNT (Contextual Teaching and Learning) method. The percentages represent the distribution of the responses across four categories: Strongly Disagree, Disagree, Agree, and Strongly Agree.

From the table, we can observe that most students strongly agree (SA) or agree (A) with statements 1, 2, 4, 5, 6, 7, 8, 9, and 10, indicating that they generally have positive perceptions and experiences with the CNT method in learning analytical exposition text material. However, there are some students

who neither agree nor disagree (represented by 0%) with statements 1, 2, 3, 5, 6, 7, 8, 9, and 10, suggesting a mix of responses for these statements. It is worth noting that no students in this survey indicated strong disagreement (SD) or disagreement (D) with any of the statements.

In conclusion, the table provides an insight into how students perceive the CNT method when applied to learning Analytical Exposition Text. Overall, the responses indicate that most students have positive opinions about the CNT method, particularly in terms of its usefulness, skill development, motivation, self-exploration, ability to express opinions, and interest in the lessons. However, there are certain areas, such as understanding the material and memory retention, where some students feel the need for improvement. The data can be useful for educators and curriculum designers to understand student preferences and areas of improvement in the context of Analytical Exposition Text instruction.

4.6 Discussion of Research Finding

The data was computed by the researcher to ascertain the efficacy of implementing the Cornell note-taking method on the reading comprehension of analytical exposition text of 11th graders at SMAQT Yanbu'ul Qur'an 1 Pati. The study aimed to analyze the efficacy of note-taking in relation to the enhancement of students' reading comprehension of analytical exposition text. The discussion is presented below.

The data analysis revealed a notable disparity in the reading comprehension of analytical exposition texts among students in the experimental class, where the cornel note-taking method was employed, compared to the

control class, where it was not utilized. The students' pre-test and post-test scores provide evidence of this observation. The average score of pupils in the experimental class before the test was 62.36, while the average score after the test was 86.84. In the control class, the pre-test score was recorded as 63.00, while the mean score for the post-test was seen to be 73.88.

Then, the findings of this study were related by relevant studies conducted by Adnan (2017), Maulidia (2021), Alzu'bi (2019), and Evans and Shively (2019). In addition, there are a number of differences and similarities between these previous studies and the current investigation. In summary, it reveals a rich landscape of both divergent and convergent insights, enhancing our understanding of the subject matter.

In addition, two researchers conducted the study from distinct perspectives; Adnan and Maulidia examined Cornell note-taking in line to students' listening, and Alzu'bi examined Cornell note-taking in relation to writing composition, while this research on students' reading comprehension. In addition, Evans and Shively conducted a study employing a mixed method design (quantitative and qualitative), whereas this study employed a quasi-experimental design. In conclusion, the diverse perspectives and methodological approaches adopted by these researchers, combined with our study's unique focus on students' reading comprehension, contribute to a comprehensive understanding of the multifaceted benefits and applications of Cornell note-taking techniques.

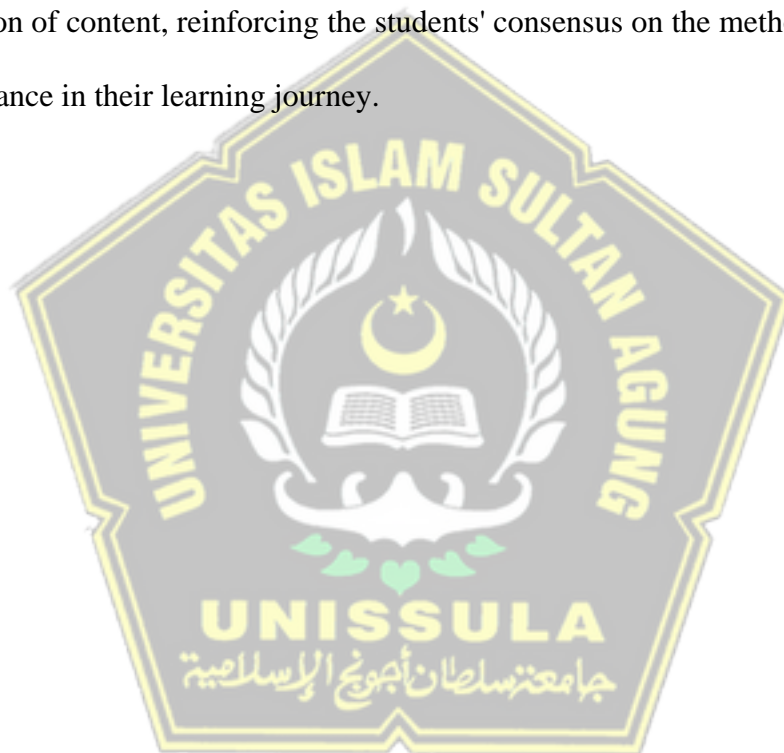
Lastly, there were a number of similarities between those studies and this one; Adnan, Maulidia, and Alzu'bi all used English Foreign Language as the

participant, and they analyzed the data using t-tests. Furthermore, in terms of participant demographics and statistical analysis, it's worth noting that Adnan, Maulidia, and Alzu'bi all utilized English as a Foreign Language learners as their subjects, mirroring the population in this study. Additionally, the consistent use of t-tests for data analysis across these studies and our research offers credibility to the strength of our comparative findings.

In summary, the statistical analysis concluded that the implementation of the Cornell note-taking strategy has a significant effect on the reading comprehension of analytical exposition text among 11th graders at SMAQT Yanbu'ul Qur'an 1 Pati. This method was found to be helpful and effective to improve students in reading comprehension of analytical exposition text to the 11th graders of SMAQT Yanbu'ul Qur'an 1 Pati. Furthermore, this study's conclusive statistical analysis confirms the substantial positive impact of the Cornell note-taking method on 11th graders' reading comprehension of analytical exposition text at SMAQT Yanbu'ul Qur'an 1 Pati. These findings coagulate the method's status as a valuable and effective tool for enhancing the reading comprehension skills of students within this educational context, holding promise for continued application and improvement in the future.

Based on the result of the questionnaire, it can be concluded that: students gave positive responses to the cornel note-taking method, students were very interested in studying analytical exposition by using cornel note-taking method, there is different result of reading comprehension score of analytical exposition text which taught by using cornel note-taking method and the students think that

the program is necessary for them and should be given continually. Moreover, these findings underscore not only the favourability of the Cornell note-taking method but also the strong enthusiasm among students for its application in studying analytical exposition. Additionally, the divergence in reading comprehension scores between texts taught with the Cornell note-taking method highlights its potential to significantly impact students' understanding and retention of content, reinforcing the students' consensus on the method's continued importance in their learning journey.



CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the analysis data presented in the preceding chapter, several conclusions can be inferred. There was a notable improvement in the experimental group's test scores from pre-test to post-test when they were taught using the Cornell note-taking method. The analysis of the results using an independent sample t-test revealed a significant finding with a p-value of 0.000, indicating a significance level of 0.000. The null hypothesis (H_0) was rejected in favor of the alternative hypothesis (H_a) due to the statistical significance level (α) of 0.05 and the calculated p-value of 0.000. In conclusion, the statistical data supported the hypothesis that implementing Cornell note-taking as a teaching method effectively enhances reading comprehension of analytical exposition text among 11th graders at SMAQT Yanbu'ul Qur'an 1 Pati.

In addition, according to the questionnaires, most of the students indicated that the utilization of cornel note-taking could facilitate their acquisition of reading comprehension. Furthermore, the utilization of a cornel note-taking method has the potential to enhance the students' reading comprehension towards the acquisition of the English language. Thus, the study's inquiry into whether the utilization of cornel note-taking method serves as a motivational tool for students to acquire reading comprehension of analytical exposition text has been fixed.

5.2 Suggestions

The researcher recommended this research to be used in teaching and learning English in reading comprehension. Moreover, in view of the findings and results of the research, there are some suggestions for teachers, students, and other researchers.

1. For Teacher

teachers are expected to think creatively and innovatively when they are teaching English, particularly in reading comprehension. Besides, the teachers are suggested to be selective about the subject that is going to be learnt by applying Cornell note-taking strategy.

2. For Students

The students are suggested to use the Cornell note-taking strategy at the other text or the other subjects to help them comprehend the content comprehensively. Moreover, students are encouraged to extend the use of the Cornell note-taking strategy to a broader range of texts and subjects, harnessing its potential to enhance their comprehensive understanding across various academic domains.

3. For Other Researcher

Next researchers are encouraged to conduct a more thorough examination and sample of this study. They can also conduct research involving different sample such as university students with different text level.

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